



PUBLIC HEALTH INTERNSHIP PROGRAM  
Community and Worksite Health Concentrations

Student/Supervising Agency Manual

Department of Health Education and Promotion

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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 public health professionals in worksite and community health settings through an internship course. The public health internship course is developed to meet health education and public health best practices as well as uphold accreditation standards.

HLTH 4991 is an internship course that provides practical experience with an agency that delivers public health services as part of its organizational mission. This course is designed to provide a wide range of field experiences. These field experiences are most likely to occur in a health department, hospital system, non-profit health related organization, university setting, but may also include for profit organizations as long as the student is completing Public Health related deliverables. Students are not allowed to intern where they currently work. 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 East Carolina University but themselves as well. Success depends upon the impressions created and the abilities and skills displayed throughout the entirety of the internship.

The first days at the internship site are usually spent in onboarding activities acquainting students with the organization. This orientation activities provide 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 course (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 appropriate projects for which the student is responsible for planning, executing, marketing and possibly evaluating. Each student should be responsible for at least one major project and participate in several other smaller public health related 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 unless the internship has prequalified as a hybrid or remote internship. Extenuating circumstances which necessitate a change in internship location must be communicated to the internship faculty member the student reports to for the academic semester.

## 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. While the internship is completed outside of the "normal" classroom setting, students are still held accountable for completing all assignments for both the internship site and the internship course as provided in the CANVAS course.

### 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. For an agency to serve as an internship site, the site must be engaged in providing Public Health services and must provide the student with opportunities to engage in one or more of the 10 Essential Public Health Services as defined by the CDC. According to the CDC, The 10 Essential Public Health Services provide a framework for public health to protect and promote the health of *all people in all communities*. To achieve equity, the Essential Public Health Services actively promote policies, systems, and overall community conditions that enable optimal health for all and seek to remove systemic and structural barriers that have resulted in health inequities. Such barriers include poverty, racism, gender discrimination, ableism, and other forms of oppression. Everyone should have a fair and just opportunity to achieve optimal health and well-being. The 10 Essential Public Health Services include:

1. Assess and monitor population health status, factors that influence health, and community needs and assets
2. Investigate, diagnose, and address health problems and hazards affecting the population
3. Communicate effectively to inform and educate people about health, factors that influence it, and how to improve it
4. Strengthen, support, and mobilize communities and partnerships to improve health
5. Create, champion, and implement policies, plans, and laws that impact health
6. Utilize legal and regulatory actions designed to improve and protect the public's health
7. Assure an effective system that enables equitable access to the individual services and care needed to be healthy
8. Build and support a diverse and skilled public health workforce
9. Improve and innovate public health functions through ongoing evaluation, research, and continuous quality improvement
10. Build and maintain a strong organizational infrastructure for public health

## 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 majors with quality, skill-oriented internships in a pre-approved public health setting; 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.

## The Course Objectives of HLTH 4991

The internship will enable the student to:

1. Complete tasks required of a professional in the health education field;
2. Apply the knowledge and skills attained during course studies to practical community health and/or wellness issues;
3. Develop skills and increase knowledge in areas of interest within their specialization;
4. Contribute significantly to the activities, events, and projects of the internship agency;
5. Prepare for future employment and/or advanced education in the health education, or related field;
6. Successfully adjust from a college setting to full-time employment;
7. Develop employment references that will enhance employment opportunities;
8. Develop an in-depth knowledge of the formal functional activities of a participating organization;
9. Develop a professional network;
10. Interact sensitively, effectively and professionally with persons from diverse cultural, socioeconomic, and educational backgrounds, and with persons of all ages and lifestyle preferences;
11. Communicate effectively in both written and oral formats, and
12. Develop a plan to create a health education program, including setting goals, outcome and process objectives and implementation steps.

## II. Eligibility Requirements

### A. General Criteria

In order to participate in a Public Health Internship Program, a student must be a declared BSPH 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 2.75 overall GPA.

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, however students are not discouraged from seeking out Public Health internships that are paid. 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 in 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, accomplishments and challenges for that week should be submitted into the appropriate submission link of CANVAS;

4. By the last week of the internship semester, students should prepare the Digital Internship Notebook and submit in CANVAS in the appropriate submission link; and

5. Prepare a presentation that highlights the Internship experiences. Students completing internships in the Pitt County area or within a 45 minute drive of Pitt County are expected to present during a poster session. Poster session dates and times will be determined by the instructor of each internship section. All other students must present a fifteen minute presentation during an online session. This requirement may change depending on circumstances so always review the Internship syllabus or check with the internship faculty.

### C. Application Process

1. Each student is required to 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 each is reviewed by Career Services the student will email these to potential supervising agencies. 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 potential supervising agencies to determine which of the prospective placement sites fits their future career goal path. Please note, pharmaceutical and medical device sales do not fall under the purview of BS in Public Health at East Carolina University and will be denied as potential internship sites.

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. Once the Internship Coordinator receives the Agency Acceptance form, the student will receive via DocuSign the Policies and Ethics Internship Agreement (Appendix D). This form requires the student to review and electronically initial and sign said document.

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 are required to 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. Students interested in summer internships hosted by the Center for Disease Control need to contact the Internship Coordinator during the fall semester prior. Students interested in completing an International Internship should contact the Internship Coordinator one full year 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 including many hospitals may require students complete a TB or drug screening, be COVID vaccinated, receive a flu shot and request a criminal background check (CBC) prior to starting the internship. The costs for the screenings, shots, CBC, 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. The Department of Health Education and Promotion does 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?

- a. Internship Agency Acceptance of Intern Form (Appendix B)
- b. Internship Policies and Code of Ethics Agreement Form (Appendix D). This form will be emailed to the student via DocuSign once the Agency Acceptance form has been forwarded to the Internship Coordinator.

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.
- c. Final Evaluation completed by agency internship supervisor (Appendix G); submit according to the syllabus guidelines.

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

On reading day or another designated day students interning within 45 minute driving time of Pitt County will return to campus for final presentations. Professors, other students and local public health professionals often attend the in-person presentations. Online presentation audience members typically include course instructor and other students. 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 CANVAS. 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 CANVAS 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.

In addition, students will also be held to uphold the Responsibilities and Competencies as outlined by the National Commission for Health Education Credentialing (NCHEC), Appendix E. These responsibilities can also be found at [www.nchec.org/responsibilities-and-competencies](http://www.nchec.org/responsibilities-and-competencies)

#### C. Department of Health Education and Promotion

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

1. Develop and maintain a list of prospective sites and contact information which students can utilize to contact potential internship sites.
2. Be informed of the names and placements of student interns accepted to supervising agencies.
3. Be informed of the professional qualifications of the agency supervisor to ensure proper health education/public health support is provided to student intern.
4. Conduct pre-internship meetings with the student intern and, if needed, the agency supervisor.

Assigned internship faculty will:

1. 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.
2. Assist the student intern when needed in the development of individual learning goals for the internship.

3. Ensure the preparation of the Midterm Supervisor Agency Evaluation of Intern form (Appendix F).
4. 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.
5. Review the signed Intern Weekly Reports (Appendix K) which are posted in CANVAS each Monday by 5pm.
6. Ensure all final evaluation forms are received.
7. Review all Internship Notebooks are reviewed and evaluated.
8. 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 deliverables. 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 or significantly under the 35 hour minimum.
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 example, 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, spring break, fall break, to go to an interview or health care visit the student is required to inform the faculty supervisor prior to taking time off from the internship site. Any hours missed (with the exception of those for Bereavement of immediate family members) must be made up prior to the end of the internship semester.

### 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. Exceptions can be made for extenuating circumstances or if the internship has been approved as a hybrid or remote internship. If extenuating

circumstances do occur which require the students to work from home, the student must contact the internship faculty member assigned to their course section to notify them of the specific reasoning for having to work 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 Reports
- ..Intern Learning Contract
- .. 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 into CANVAS. See course syllabus for specific deadlines. 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 regarding weekly hours worked, total cumulative hours, daily activities, and accomplishments for the week through the submission portal located in CANVAS. 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 CANVAS. 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 Faculty

University of OHIO Internship Faculty

Julie Kulas, ECU HEP Faculty

## **VII. Appendices**

### 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.

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

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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? \_\_\_\_\_

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Agency Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Please return the completed form to Rose Haddock via email [haddockr@ecu.edu](mailto:haddockr@ecu.edu) or fax 252-328-1285.

## Appendix C

### 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 LLC

Insurance Carrier: Liberty Insurance Underwriters

Policy#: AHV-103612005

#### Coverage Limits:

\$2,000,000 each occurrence for Professional Liability

\$4,000,000 Aggregate for Professional Liability

\$2,000,000 each occurrence for General Liability

\$4,000,000 Aggregate 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 my internship semester. 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 faculty assigned to my internship course. 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 faculty member assigned to my course 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 Faculty assigned to my internship section. Initial \_\_\_\_\_

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Student Signature

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Date



## AREAS OF RESPONSIBILITY, COMPETENCIES AND SUB-COMPETENCIES FOR HEALTH EDUCATION SPECIALIST PRACTICE ANALYSIS 112020 (HESPA II 2020)

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The Eight Areas of Responsibility contain a comprehensive set of Competencies and Sub-competencies defining the role of the health education specialist. These Responsibilities were verified by the 2020 Health Education Specialist Practice Analysis II (HESPA II 2020) project and serve as the basis of the CHES® and MCHES® exam beginning 2022.

<b>The Eight Areas of Responsibility for Health Education Specialists are:</b>
Area I: Assessment of Needs and Capacity
Area II: Planning
Area III: Implementation
Area IV: Evaluation and Research
Area V: Advocacy
Area VI: Communication
Area VII: Leadership and Management
Area VIII: Ethics and Professionalism

### Color Key:

Advanced-1
Advanced-2

The Sub-competencies shaded yellow and blue in the table below are advanced-level only and will not be included in the entry-level, CHES® examination. However, the advanced-level Sub-competencies will be included in the MCHES® examination.

### HEALTH EDUCATION SPECIALIST PRACTICE ANALYSIS 112020 (HESPA 112020)

#### Competencies and Sub-Competencies

## Area I: Assessment of Needs and Capacity

<b>1.1</b>	<b>Plan assessment.</b>
1.1.1	Define the purpose and scope of the assessment.
1.1.2	Identify priority population(s).
1.1.3	Identify existing and available resources, policies, programs, practices, and interventions.
1.1.4	Examine the factors and determinants that influence the assessment process.
1.1.5	Recruit and/or engage priority population(s), partners, and stakeholders to participate throughout all steps in the assessment, planning, implementation, and evaluation processes.
<b>1.2</b>	<b>Obtain primary data, secondary data, and other evidence-informed sources.</b>
1.2.1	Identify primary data, secondary data, and evidence-informed resources.
1.2.2	Establish collaborative relationships and agreements that facilitate access to data.
1.2.3	Conduct a literature review.
1.2.4	Procure secondary data.
1.2.5	Determine the validity and reliability of the secondary data.
1.2.6	Identify data gaps.
1.2.7	Determine primary data collection needs, instruments, methods, and procedures.
1.2.8	Adhere to established procedures to collect data.
1.2.9	Develop a data analysis plan.
<b>1.3</b>	<b>Analyze the data to determine the health of the priority population(s) and the factors that influence health.</b>
1.3.1	Determine the health status of the priority population(s).
1.3.2	Determine the knowledge, attitudes, beliefs, skills, and behaviors that impact the health and health literacy of the priority population(s).
1.3.3	Identify the social, cultural, economic, political, and environmental factors that impact the health and/or learning processes of the priority population(s).
1.3.4	Assess existing and available resources, policies, programs, practices, and interventions.
1.3.5	Determine the capacity (available resources, policies, programs, practices, and interventions) to improve and/or maintain health.
1.3.6	List the needs of the priority population(s).
<b>1.4</b>	<b>Synthesize assessment findings to inform the planning process.</b>
1.4.1	Compare findings to norms, existing data, and other information.

1.4.2	Prioritize health education and promotion needs.
1.4.3	Summarize the capacity of priority population(s) to meet the needs of the priority population(s).
1.4.4	Develop recommendations based on findings.
1.4.5	Report assessment findings.
<b>Area II: Planning</b>	
<b>2.1</b>	<b>Engage priority populations, partners, and stakeholders for participation in the planning process.</b>
2.1.1	Convene priority populations, partners, and stakeholders.
2.1.2	Facilitate collaborative efforts among priority populations, partners, and stakeholders.
2.1.3	Establish the rationale for the intervention.
<b>2.2</b>	<b>Define desired outcomes.</b>
2.2.1	Identify desired outcomes using the needs and capacity assessment.
2.2.2	Elicit input from priority populations, partners, and stakeholders regarding desired outcomes.
2.2.3	Develop vision, mission, and goal statements for the intervention(s).
2.2.4	Develop specific, measurable, achievable, realistic, and time-bound (SMART) objectives.
<b>2.3</b>	<b>Determine health education and promotion interventions.</b>
2.3.1	Select planning model(s) for health education and promotion.
2.3.2	Create a logic model.
2.3.3	Assess the effectiveness and alignment of existing interventions to desired outcomes.
2.3.4	Adopt, adapt, and/or develop tailored intervention(s) for priority population(s) to achieve desired outcomes.
2.3.5	Plan for acquisition of required tools and resources.
2.3.6	Conduct a pilot test of intervention(s).
2.3.7	Revise intervention(s) based on pilot feedback.
<b>2.4</b>	<b>Develop plans and materials for implementation and evaluations.</b>
2.4.1	Develop an implementation plan inclusive of logic model, work plan, responsible parties, timeline, marketing, and communication.
2.4.2	Develop materials needed for implementation.
2.4.3	Address factors that influence implementation.

2.4.4	Plan for evaluation and dissemination of results.
2.4.5	Plan for sustainability.
<b>Area III: Implementation</b>	
<b>3.1</b>	<b>Coordinate the delivery of intervention(s) consistent with the implementation plan.</b>
3.1.1	Secure implementation resources.
3.1.2	Arrange for implementation services.
3.1.3	Comply with contractual obligations.
3.1.4	Establish training protocol.
3.1.5	Train staff and volunteers to ensure fidelity.
<b>3.2</b>	<b>Deliver health education and promotion interventions.</b>
3.2.1	Create an environment conducive to learning.
3.2.2	Collect baseline data.
3.2.3	Implement a marketing plan.
3.2.4	Deliver health education and promotion as designed.
3.2.5	Employ an appropriate variety of instructional methodologies.
<b>3.3</b>	<b>Monitor implementation.</b>
3.3.1	Monitor progress in accordance with the timeline.
3.3.2	Assess progress in achieving objectives.
3.3.3	Modify interventions as needed to meet individual needs.
3.3.4	Ensure plan is implemented with fidelity.
3.3.5	Monitor use of resources.
3.3.6	Evaluate the sustainability of implementation.
<b>Area IV: Evaluation and Research</b>	
<b>4.1</b>	<b>Design process, impact, and outcome evaluation of the intervention.</b>
4.1.1	Align the evaluation plan with the intervention goals and objectives.
4.1.2	Comply with institutional requirements for evaluation.
4.1.3	Use a logic model and/or theory for evaluations.

4.1.4	Assess capacity to conduct evaluation.
4.1.5	Select an evaluation design model and the types of data to be collected.
4.1.6	Develop a sampling plan and procedures for data collection, management, and security.
4.1.7	Select quantitative and qualitative tools consistent with assumptions and data requirements.
4.1.8	Adopt or modify existing instruments for collecting data.
4.1.9	Develop instruments for collecting data.
4.1.10	Implement a pilot test to refine data collection instruments and procedures.
<b>4.2</b>	<b>Design research studies.</b>
4.2.1	Determine purpose, hypotheses, and questions.
4.2.2	Comply with institutional and/or IRB requirements for research.
4.2.3	Use a logic model and/or theory for research.
4.2.4	Assess capacity to conduct research.
4.2.5	Select a research design model and the types of data to be collected.
4.2.6	Develop a sampling plan and procedures for data collection, management, and security.
4.2.7	Select quantitative and qualitative tools consistent with assumptions and data requirements.
4.2.8	Adopt, adapt, and/or develop instruments for collecting data.
4.2.9	Implement a pilot test to refine and validate data collection instruments and procedures.
<b>4.3</b>	<b>Manage the collection and analysis of evaluation and/or research data using appropriate technology.</b>
4.3.1	Train data collectors.
4.3.2	Implement data collection procedures.
4.3.3	Use appropriate modalities to collect and manage data.
4.3.4	Monitor data collection procedures.
4.3.5	Prepare data for analysis.
4.3.6	Analyze data.
<b>4.4</b>	<b>Interpret data.</b>
4.4.1	Explain how findings address the questions and/or hypotheses.
4.4.2	Compare findings to other evaluations or studies.
4.4.3	Identify limitations and delimitations of findings.
4.4.4	Draw conclusions based on findings.



4.4.5	Identify implications for practice.
4.4.6	Synthesize findings.
4.4.7	Develop recommendations based on findings.
4.4.8	Evaluate feasibility of implementing recommendations.
<b>4.5</b>	<b>Use findings.</b>
4.5.1	Communicate findings by preparing reports, and presentations, and by other means.
4.5.2	Disseminate findings.
4.5.3	Identify recommendations for quality improvement.
4.5.4	Translate findings into practice and interventions.
<b>Area V: Advocacy</b>	
<b>5.1</b>	<b>Identify a current or emerging health issue requiring policy, systems, or environmental change.</b>
5.1.1	Examine the determinants of health and their underlying causes (e.g., poverty, trauma, and population-based discrimination) related to identified health issues.
5.1.2	Examine evidence-informed findings related to identified health issues and desired changes.
5.1.3	Identify factors that facilitate and/or hinder advocacy efforts (e.g., amount of evidence to prove the issue, potential for partnerships, political readiness, organizational experience or risk, and feasibility of success).
5.1.4	Write specific, measurable, achievable, realistic, and time-bound (SMART) advocacy objective(s).
5.1.5	Identify existing coalition(s) or stakeholders that can be engaged in advocacy efforts.
<b>5.2</b>	<b>Engage coalitions and stakeholders in addressing the health issue and planning advocacy efforts.</b>
5.2.1	Identify existing coalitions and stakeholders that favor and oppose the proposed policy, system, or environmental change and their reasons.
5.2.2	Identify factors that influence decision-makers (e.g., societal and cultural norms, financial considerations, upcoming elections, and voting record).
5.2.3	Create formal and/or informal alliances, task forces, and coalitions to address the proposed change.
5.2.4	Educate stakeholders on the health issue and the proposed policy, system, or environmental change.
5.2.5	Identify available resources and gaps (e.g., financial, personnel, information, and data).
5.2.6	Identify organizational policies and procedures and federal, state, and local laws that pertain to the advocacy efforts.

5.2.7	Develop persuasive messages and materials (e.g., briefs, resolutions, and fact sheets) to communicate the policy, system, or environmental change.
5.2.8	Specify strategies, a timeline, and roles and responsibilities to address the proposed policy, system, or environmental change (e.g., develop ongoing relationships with decision makers and stakeholders, use social media, register others to vote, and seek political appointment).
<b>5.3</b>	<b>Engage in advocacy.</b>
5.3.1	Use media to conduct advocacy (e.g., social media, press releases, public service announcements, and op-eds).
5.3.2	Use traditional, social, and emerging technologies and methods to mobilize support for policy, system, or environmental change.
5.3.3	Sustain coalitions and stakeholder relationships to achieve and maintain policy, system, or environmental change.
<b>5.4</b>	<b>Evaluate advocacy.</b>
5.4.1	Conduct process, impact, and outcome evaluation of advocacy efforts.
5.4.2	Use the results of the evaluation to inform next steps.
<b>Area VI: Communications</b>	
<b>6.1</b>	<b>Determine factors that affect communication with the identified audience(s).</b>
6.1.1	Segment the audience(s) to be addressed, as needed.
6.1.2	Identify the assets, needs, and characteristics of the audience(s) that affect communication and message design (e.g., literacy levels, language, culture, and cognitive and perceptual abilities).
6.1.3	Identify communication channels (e.g., social media and mass media) available to and used by the audience(s).
6.1.4	Identify environmental and other factors that affect communication (e.g., resources and the availability of Internet access).
<b>6.2</b>	<b>Determine communication objective(s) for audience(s).</b>
6.2.1	Describe the intended outcome of the communication (e.g., raise awareness, advocacy, behavioral change, and risk communication).
6.2.2	Write specific, measurable, achievable, realistic, and time-bound (SMART) communication objective(s).
6.2.3	Identify factors that facilitate and/or hinder the intended outcome of the communication.
<b>6.3</b>	<b>Develop message(s) using communication theories and/or models.</b>
6.3.1	Use communications theory to develop or select communication message(s).
6.3.2	Develop persuasive communications (e.g., storytelling and program rationale).

6.3.3	Tailor message(s) for the audience(s).
6.3.4	Employ media literacy skills (e.g., identifying credible sources and balancing multiple viewpoints).
<b>6.4</b>	<b>Select methods and technologies used to deliver message(s).</b>
6.4.1	Differentiate the strengths and weaknesses of various communication channels and technologies (e.g., mass media, community mobilization, counseling, peer communication, information/digital technology, and apps).
6.4.2	Select communication channels and current and emerging technologies that are most appropriate for the audience(s) and message(s).
6.4.3	Develop communication aids, materials, or tools using appropriate multimedia (e.g., infographics, presentation software, brochures, and posters).
6.4.4	Assess the suitability of new and/or existing communication aids, materials, or tools for audience(s) (e.g., the CDC Clear Communication Index and the Suitability Assessment Materials (SAM)).
6.4.5	Pilot test message(s) and communication aids, materials, or tools.
6.4.6	Revise communication aids, materials, or tools based on pilot results.
<b>6.5</b>	<b>Deliver the message(s) effectively using the identified media and strategies.</b>
6.5.1	Deliver presentation(s) tailored to the audience(s).
6.5.2	Use public speaking skills.
6.5.3	Use facilitation skills with large and/or small groups.
6.5.4	Use current and emerging communication tools and trends (e.g., social media).
6.5.5	Deliver oral and written communication that aligns with professional standards of grammar, punctuation, and style.
6.5.6	Use digital media to engage audience(s) (e.g., social media management tools and platforms).
<b>6.6</b>	<b>Evaluate communication.</b>
6.6.1	Conduct process and impact evaluations of communications.
6.6.2	Conduct outcome evaluations of communications.
6.6.3	Assess reach and dose of communication using tools (e.g., data mining software, social media analytics and website analytics).

## Area VII: Leadership and Management

<b>7.1</b>	<b>Coordinate relationships with partners and stakeholders (e.g., individuals, teams, coalitions, and committees).</b>
7.1.1	Identify potential partners and stakeholders.
7.1.2	Assess the capacity of potential partners and stakeholders.
7.1.3	Involve partners and stakeholders throughout the health education and promotion process in meaningful and sustainable ways.
7.1.4	Execute formal and informal agreements with partners and stakeholders.
7.1.5	Evaluate relationships with partners and stakeholders on an ongoing basis to make appropriate modifications.
<b>7.2</b>	<b>Prepare others to provide health education and promotion.</b>
7.2.1	Develop culturally responsive content.
7.2.2	Recruit individuals needed in implementation.
7.2.3	Assess training needs.
7.2.4	Plan training, including technical assistance and support.
7.2.5	Implement training.
7.2.6	Evaluate training as appropriate throughout the process.
<b>7.3</b>	<b>Manage human resources.</b>
7.3.1	Facilitate understanding and sensitivity for various cultures, values, and traditions.
7.3.2	Facilitate positive organizational culture and climate.
7.3.3	Develop job descriptions to meet staffing needs.
7.3.4	Recruit qualified staff (including paraprofessionals) and volunteers.
7.3.5	Evaluate performance of staff and volunteers formally and informally.
7.3.6	Provide professional development and training for staff and volunteers.
7.3.7	Facilitate the engagement and retention of staff and volunteers.
7.3.8	Apply team building and conflict resolution techniques as appropriate.
<b>7.4</b>	<b>Manage fiduciary and material resources.</b>
7.4.1	Evaluate internal and external financial needs and funding sources.
7.4.2	Develop financial budgets and plans.
7.4.3	Monitor budget performance.

7.4.4	Justify value of health education and promotion using economic (e.g., cost-benefit, return-on-investment, and value-on-investment) and/or other analyses.
7.4.5	Write grants and funding proposals.
7.4.6	Conduct reviews of funding and grant proposals.
7.4.7	Monitor performance and/or compliance of funding recipients.
7.4.8	Maintain up-to-date technology infrastructure.
7.4.9	Manage current and future facilities and resources (e.g., space and equipment).
<b>7.5</b>	<b>Conduct strategic planning with appropriate stakeholders.</b>
7.5.1	Facilitate the development of strategic and/or improvement plans using systems thinking to promote the mission, vision, and goal statements for health education and promotion.
7.5.2	Gain organizational acceptance for strategic and/or improvement plans.
7.5.3	Implement the strategic plan, incorporating status updates and making refinements as appropriate.
<b>Area VIII: Ethics and Professionalism</b>	
<b>8.1</b>	<b>Practice in accordance with established ethical principles.</b>
8.1.1	Apply professional codes of ethics and ethical principles throughout assessment, planning, implementation, evaluation and research, communication, consulting, and advocacy processes.
8.1.2	Demonstrate ethical leadership, management, and behavior.
8.1.3	Comply with legal standards and regulatory guidelines in assessment, planning, implementation, evaluation and research, advocacy, management, communication, and reporting processes.
8.1.4	Promote health equity.
8.1.5	Use evidence-informed theories, models, and strategies.
8.1.6	Apply principles of cultural humility, inclusion, and diversity in all aspects of practice (e.g., Culturally and Linguistically Appropriate Services (CLAS) standards and culturally responsive pedagogy).
<b>8.2</b>	<b>Serve as an authoritative resource on health education and promotion.</b>
8.2.1	Evaluate personal and organizational capacity to provide consultation.
8.2.2	Provide expert consultation, assistance, and guidance to individuals, groups, and organizations.
8.2.3	Conduct peer reviews (e.g., manuscripts, abstracts, proposals, and tenure folios).
<b>8.3</b>	<b>Engage in professional development to maintain and/or enhance proficiency.</b>

8.3.1	Participate in professional associations, coalitions, and networks (e.g., serving on committees, attending conferences, and providing leadership).
8.3.2	Participate in continuing education opportunities to maintain or enhance continuing competence.
8.3.3	Develop a career advancement plan.
8.3.4	Build relationships with other professionals within and outside the profession.
8.3.5	Serve as a mentor.
<b>8.4</b>	<b>Promote the health education profession to stakeholders, the public, and others.</b>
8.4.1	Explain the major responsibilities, contributions, and value of the health education specialist.
8.4.2	Explain the role of professional organizations and the benefits of participating in them.
8.4.3	Advocate for professional development for health education specialists.
8.4.4	Educate others about the history of the profession, its current status, and its implications for professional practice.
8.4.5	Explain the role and benefits of credentialing (e.g., individual and program).
8.4.6	Develop presentations and publications that contribute to the profession.
8.4.7	Engage in service to advance the profession.
<i>Updated: 10/31/19</i>	

## ECU Internship Learning Contract

**Intern Contact Information**

**Name:**

**Agency:**

**Phone:**

**Email:**

**Supervisor Contact Information**

**Name:**

**Agency:**

**Phone:**

**Email:**

Refer to the Sample Learning Contract document and The National Commission on Health Education Credentialing (NCHEC) eight areas of responsibility and competency for entry-level health educators. You will type directly into the template provided. **Select 2 competency areas for Health Education and at least one objective for each competency area related to your Major Project assigned by your supervisor.** Using SMART objectives (refer to document in Canvas) complete the Learning Contract below. Once you have completed the learning contract including signatures, submit in one cohesive pdf. document to Canvas. Receiving a grade for this learning contract indicates faculty supervisor approval. You will receive comments via canvas if the learning contract needs adjustments to be approved. **Final Presentation and Digital Notebook must utilize the objectives, plan, and evaluation included in this contract.**

<p><b>NCHEC Health Education Responsibility Competency and Objective</b></p>	<p><b>Area:</b> <b>Objective:</b></p>
<p><b>Agency Goal</b> – include the goal your agency intends to accomplish through this project</p>	<p><b>Agency Goal</b> –</p>
<p><b>Objective</b> - written in own words that is highlights the major project and what you will accomplish by the end of the semester</p>	<p>By the end of</p>
<p><b>Plan</b> – the steps you will take to meet the competency and objective requirements for project</p>	<p><b>Steps to achieve the objective:</b></p>

<b>Evaluation</b> – <i>evidence to demonstrate that the objectives have been met</i>	<b>Evidence/Products Produced:</b>
<b>NCHEC Health Education Responsibility Competency and Objective</b>	<b>Area:</b> <b>Objective:</b>
<b>Agency Goal</b> – <i>include the goal your agency intends to accomplish through this project</i>	<b>Agency Goal –</b>
<b>Objective</b> - <i>written in own words that is highlights the major project and what you will accomplish by the end of the semester</i>	By the end of
<b>Plan</b> – <i>the steps you will take to meet the competency and objective requirements for project</i>	<b>Steps to achieve the objective:</b>
<b>Evaluation</b> – <i>evidence to demonstrate that the objectives have been met</i>	<b>Evidence/Products Produced:</b>

**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.

Supervisor Signature:

Date:

\_\_\_\_\_



**Agency Supervisor's Midterm 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: Did not meet expectations    | 4 = Very Good: Met and exceeded expectations              |
| 2 = Needs Improvement: Somewhat met expectations | 5 = Excellent: High Competence, far exceeded expectations |
| 3 = Satisfactory: Met Expectations               | N/A = Not applicable, or unable to score                  |

**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:

1 = Unsatisfactory: Did not meet expectations  
2 = Needs Improvement: Somewhat met expectations  
3 = Satisfactory: Met Expectations

4 = Very Good: Met and exceeded expectations  
5= Excellent: High Competence, far exceeded expectations  
N/A = Not applicable, or unable to score

**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: Did not meet expectations

4 = Very Good: Met and exceeded expectations

2 = Needs Improvement: Somewhat met expectations

5 = Excellent: High Competence, far exceeded expectations

3 = Satisfactory: Met Expectations

N/A = Not applicable, or unable to score

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: Did not meet expectations    | 4 = Very Good: Met and exceeded expectations              |
| 2 = Needs Improvement: Somewhat met expectations | 5 = Excellent: High Competence, far exceeded expectations |
| 3 = Satisfactory: Met Expectations               | N/A = Not applicable, or unable to score                  |

#### **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:

1 = Unsatisfactory: Did not meet expectations  
2 = Needs Improvement: Somewhat met expectations  
3 = Satisfactory: Met Expectations

4 = Very Good: Met and exceeded expectations  
5= Excellent: High Competence, far exceeded expectations  
N/A = Not applicable, or unable to score

**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: Did not meet expectations

4 = Very Good: Met and exceeded expectations

2 = Needs Improvement: Somewhat met expectations

5 = Excellent: High Competence, far exceeded expectations

3 = Satisfactory: Met Expectations

N/A = Not applicable, or unable to score

Please note any additional comments, examples or questions:

Supervisor \_\_\_\_\_  
(signature)

\_\_\_\_\_  
(date)

Intern \_\_\_\_\_  
(signature)

\_\_\_\_\_  
(date)

### 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

1. 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

8. Organizational skills

1                    2                    3                    4                    5                    NA

9. Acceptance as a functional staff member

1                    2                    3                    4                    5                    NA

10. Provision of relevant work experience

1                    2                    3                    4                    5                    NA

11. Cooperation to provide relevant work experiences

1                    2                    3                    4                    5                    NA

12. Provision of assistance to meet objectives

1                    2                    3                    4                    5                    NA

13. Possession of resources to meet objectives

1                    2                    3                    4                    5                    NA

14. Employment of competent staff for supervision

1                    2                    3                    4                    5                    NA

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

1                    2                    3                    4                    5                    NA

16. What is your overall evaluation of your supervisor?

1                    2                    3                    4                    5                    NA

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

Excellent                    Good                    Fair                    Poor

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?



Note the strengths of this supervising agency.

Note the problems/concerns about this employer agency.

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Student's Signature

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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.

## Week 1 Internship Weekly Report

Submit a completed report for each week into the corresponding module and link found in Canvas in the by the following Monday at 5pm for the previous work week. **When posting in Canvas, title your post with your last name, internship site, and week of the report, ie Haddock, ECU HEP, week #.** **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. Submit completed and **hand signed report** (no digital signatures) to Canvas by 5pm each Monday. Late reports will receive a maximum of ½ credit.

Student Name: \_\_\_\_\_ Internship Site: \_\_\_\_\_

Week Dates: \_\_\_\_\_

Hours Worked: \_\_\_\_\_ Cumulative Hour Total: \_\_\_\_\_

***I attest that my weekly and cumulative hours are accurate. Any discrepancy is considered falsification of official documentation and could result in removal from the BSPH program. I understand that I am required to work 14 weeks and 490 hours (weekly average between 35 and 40 hours). I must reach out to my faculty supervisor if my hours will be more than 5 hours over or under each week. Failure to complete the minimum total hours will result in an incomplete for HLTH 4991.***

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Monday, Hours worked:

Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_ Lunch: \_\_\_\_\_ Daily Hour total: \_\_\_\_\_

Daily Activities:

Tuesday, Hours worked:

Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_ Lunch: \_\_\_\_\_ Daily Hour total: \_\_\_\_\_

Daily Activities:

Wednesday, Hours worked:

Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_ Lunch: \_\_\_\_\_ Daily Hour total: \_\_\_\_\_

Daily Activities:

Thursday, Hours worked:

Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_ Lunch: \_\_\_\_\_ Daily Hour total: \_\_\_\_\_

Daily Activities:

Friday, Hours worked:

Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_ Lunch: \_\_\_\_\_ Daily Hour total: \_\_\_\_\_

Daily Activities:

**Weekly Challenges:**

**Upcoming Opportunities:**

## Final Presentations Descriptions

### In-Person Presentations

In-Person presentations are required for any student who completes an internship located in Pitt County or an internship location that is within a 45 mile drive from Pitt County.

Directions: Prepare a tri-fold board or research 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.

### Online Presentations

Online presentations are available for any student interning outside 45 miles from the Pitt County border.

Directions: Prepare a ten (10) 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

### All Students

Students participating in in person or online 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.