

Health Education and Promotion

INTERNSHIP HANDBOOK

HSC 479

**Department of Nutrition and Health Science
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Health Education & Promotion Intern and Site Supervisor **COVID-19 Advisory**

Ball State University is actively adapting to the evolving global pandemic of COVID-19. While the university's mission, as well as the educational goals of its students, must be sustained, it is essential that the health and well-being of students, faculty, staff, and all those with whom they come into contact, are preserved and protected.

As a condition for approval, prospective sites for BSU Health Education and Promotion interns, in Fall 2020 and for the foreseeable future, will need to document how they will provide diverse, relevant, and substantial professional learning experiences in typical, as well as shelter-in-place work environments. Sites must explain how they are prepared to pivot intern work between in-office and 100% virtual work conditions, in response to changing situations.

As a condition for approval, prospective internship sites must submit a **proposed Work Project List for their Health Education and Promotion intern, along with the completed/signed Confirmation Form**. The Work Project List must detail the responsibilities and tasks to be assigned, as well as a **clear explanation of how each may be carried out remotely**.



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TABLE OF CONTENTS

Introduction and Philosophy of the Internship Program	3
Common Terminology and General Goals of the Internship Program	3-4
Objectives of the Internship Program	5
Prerequisites and Time Requirements	6-7
Internship Application & Placement Process	7
Intern Responsibilities	7-8
Site Supervisor Responsibilities	8-10
Internship Application	11
Internship Confirmation	12
NCHEC Responsibilities and Competencies for Entry-Level Health Education Specialists	13-22
Core Internship Assignments	22-25
Sample Weekly Work Log	26
Sample Work Project List	27
Site Supervisor Evaluation of Intern Criteria	28
Site Supervisor Midterm Evaluation of Intern	29-31
Site Supervisor Final Evaluation of Intern	32-34
Intern Evaluation of Internship Site	35-36
Intern Evaluation of Site Supervisor	37-38
Course Evaluation Criteria	39

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

INTRODUCTION

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

PHILOSOPHY OF THE INTERNSHIP PROGRAM

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

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

COMMON TERMINOLOGY

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

completing an internship. This faculty member is responsible for all aspects of the course-related requirements (e.g., evaluating of course requirements, time requirements, etc.), readying the intern for the job market, and mentoring.

Site Supervisor: The individual at the internship site who is directly responsible for supervising, mentoring, and evaluating the intern during the internship work experience at the Site Supervisor's facility.

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

GENERAL GOALS OF THE INTERNSHIP PROGRAM

The general goals of the internship program are to:

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

OBJECTIVES OF THE INTERNSHIP PROGRAM

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

By the conclusion of the internship, each intern will:

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

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

PREREQUISITES

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

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

TIME REQUIREMENTS

1. The student will earn 6 credit hours for completing the internship. Internships in the Health Education and Promotion major earn 6 credits and consist of a **minimum** of 360 work hours.
2. The Health Education and Promotion internship experience is to be viewed as a full time working/learning experience for the 6 credit hour internship. Therefore, **the intern will be expected to work a minimum of 6-7 hours per day or a minimum of 30 hours per normal work week for the duration of the internship.** The internship experience will extend over a 10-15 week period depending upon the semester in which the intern is enrolled and the number of hours per week the intern works. **Internship clock hours do NOT include lunch hours, pre-arranged or agency holidays, personal or sick days, or other agency closings.**
3. **It is anticipated that interns will complete 100% of their required work hours on site, working under the direct, face-to-face supervision of their Site Supervisor and other worksite colleagues.** This includes off-site participation in agency events, such as health fairs, trainings, workshops, meetings, field observations, etc., which involve the direct, face-to-face interaction with site coworkers. Internship hours completed off-site, which do not involve the direct, face-to-face interaction with site coworkers, are permissible. **Total off-site internship hours, not directly supervised by agency staff, may not exceed 90 (25% of required total internship hours).** There must be compelling and clearly delineated reasons for completing more than 90 intern hours off site, which must then be approved by the Internship Supervisor, Internship Coordinator, and Department Chair.

NOTICE: Adaptations to intern work responsibilities, activities, and settings, directly or indirectly resulting from agency-wide COVID-19 risk reduction, may require increases in the proportion of hours completed off-site. Site supervisors and interns must obtain permission from the Internship Coordinator and/or Internship Supervisor for increases in off-site hours expected to exceed 25%.

4. The student must attend all designated campus seminars, meetings, webinars, trainings, etc., unless previously arranged with the Internship Supervisor. Details regarding these occasional occurrences will be emailed to students, posted on the course Canvas site, and, whenever possible, included in the HSC 479 syllabus, and announced in HSC 495 prior to the start of the internship term and internship.

INTERNSHIP APPLICATION AND PLACEMENT PROCESS

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

INTERN RESPONSIBILITIES

Before the internship actually begins, the student will:

1. Attend all designated, required Prospective Intern seminars and meetings.
2. Meet with the Internship Coordinator to review the following items:
 - A. Completed Internship Application form
 - B. Polished, up-to-date resume
 - C. GPA and coursework eligibilityDuring this appointment, the student and the Internship Coordinator review areas of interest, examine possible internship sites, consider geographic and stipend requests, and determine likely internship sites for interviewing. Upon determination of potential internship sites for interviewing, the Internship Coordinator will make initial inquiries to determine agency interest in having an intern
3. Select agencies of interest with which to interview after receiving approval from the Internship Coordinator. **It is the responsibility of the Prospective Intern to arrange the interview dates and times.**
4. **As a condition for approval, procure from the prospective internship site a proposed Work Project List,** and submit to the Internship Coordinator along with the completed/signed Confirmation Form.

5. Accept an internship offer, assuring that the *Internship Confirmation Form* (p. 12) is completed and signed by the Site Supervisor, and submitted to the Internship Coordinator. Notify all other agencies with whom the student interviewed that a different internship position has been accepted.
6. Register for the HSC 479 internship course after the Internship Coordinator has received the Internship Confirmation from the health agency and released student enrollment. **Students may not register for HSC 479 without the permission of the Internship Coordinator.**

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

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

After the internship has concluded, the student will:

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

SITE SUPERVISOR RESPONSIBILITIES

Before the internship begins, the Site Supervisor will:

1. Confirm the agency's interest with the Internship Coordinator.

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

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

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

After the internship is concluded, the Site Supervisor should:

1. Indicate the desire of the agency to continue providing internship experiences for Ball State University Health Education and Promotion internship students.

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2. Submit to the Internship Coordinator any requests for changes to the program, paperwork, contact opportunities, or other suggestions to enhance the Health Education and Promotion internship experience.

INTERNSHIP APPLICATION

Name _____ Student ID# _____

Address (street, city, zip) _____

Cell phone # _____ Permanent phone # (if different) _____

BSU email _____ Permanent email _____

Major(s) _____

Minor(s) _____

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

Anticipated semester to complete internship _____

Anticipated graduation date _____

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

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

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

NO _____ YES _____ Specify: _____

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

NO _____ YES _____ Specify: _____

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

NO _____ YES _____ Specify: _____

DEPARTMENT OF NUTRITION AND HEALTH SCIENCE
INTERNSHIP CONFIRMATION

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

Ball State University student _____

Agency/Site _____

Designated Site Supervisor _____

Agency/Site address (street, city, zip) _____

Agency/Site phone _____ Agency/Site fax _____

Site Supervisor email: _____

Dates of internship Start _____ End _____

Agreed compensation (check and complete appropriate sections):

No compensation Hourly wage at \$ _____ /hour

Stipend \$ _____ per _____ Work related mileage/parking

uniforms, food, or other compensation, as designated _____

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

(Signature of Site Supervisor)

(Date)

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

Return to: Martin Wood, Assoc. Professor
Program Director, Health Education & Promotion
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Email: mlwood2@bsu.edu

RESPONSIBILITIES AND COMPETENCIES FOR ENTRY-LEVEL HEALTH EDUCATION SPECIALISTS

The Seven Areas of Responsibility are a comprehensive set of Competencies and Sub-competencies defining the role of the health education specialist. These Responsibilities were verified through the 2015 Health Educator Job Analysis Project and serve as the basis of the CHES exam beginning in October 2016, and the MCHES exam in April 2016. The light grey-shaded Sub-competencies are Advanced-1 Level. The *light grey-shaded and italicized* Sub-competencies are *Advanced-2 Level*. Advance-1 and -2 Level Sub-competencies are not included in the entry-level CHES examination. However, the Advanced-level Sub-competences are included in the MCHES examination.

IMPORTANT NOTE: The 2020 revision of the NCHEC Areas of Responsibility, Competencies, and Sub-competencies, a product of the Health Education Specialist Practice Analysis II (HESPA II), is expected to go into effect with the April 2022 CHES and MCHES examinations.

Area of Responsibility I **ASSESS NEEDS, ASSETS AND CAPACITY FOR HEALTH EDUCATION/PROMOTION**

COMPETENCY 1.1: Plan assessment process for health education/promotion

- 1.1.1 Define the priority population to be assessed
- 1.1.2 Identify existing and necessary resources to conduct assessments
- 1.1.3 Engage priority populations, partners, and stakeholders to participate in the assessment process
- 1.1.4 Apply theories and/or models to assessment process
- 1.1.5 Apply ethical principles to the assessment process

COMPETENCY 1.2: Access existing information and data related to health

- 1.2.1 Identify sources of secondary data related to health
- 1.2.2 Establish collaborative relationships and agreements that facilitate access to data
- 1.2.3 Review related literature
- 1.2.4 Identify gaps in the secondary data
- 1.2.5 Extract data from existing databases
- 1.2.6 Determine the validity of existing data

COMPETENCY 1.3: Collect primary data to determine needs

- 1.3.1 Identify data collection instruments
- 1.3.2 Select data collection methods for use in assessment
- 1.3.3 Develop data collection procedures
- 1.3.4 Train personnel assisting with data collection

1.3.5 Implement quantitative and/or qualitative data collection

COMPETENCY 1.4: Analyze relationships among behavioral, environmental, and other factors that influence health

1.4.1 Identify and analyze factors that influence health behaviors

1.4.2 Identify and analyze factors that impact health

1.4.3 Identify the impact of emerging social, economic, and other trends on health

COMPETENCY 1.5: Examine factors that influence the process by which people learn

1.5.1 Identify and analyze factors that foster or hinder the learning process

1.5.2 Identify and analyze factors that foster or hinder knowledge acquisition

1.5.3 Identify and analyze factors that influence attitudes and beliefs

1.5.4 Identify and analyze factors that foster or hinder acquisition of skills

COMPETENCY 1.6: Examine factors that enhance or impede the process of health education/promotion

1.6.1 Determine the extent of available health education/promotion programs and interventions

1.6.2 Identify policies related to health education/promotion

1.6.3 Assess the effectiveness of existing health education/promotion programs and interventions

1.6.4 Assess social, environmental, political, and other factors that may impact health education/promotion

1.6.5 Analyze the capacity for providing necessary health education/promotion

COMPETENCY 1.7: Determine needs for health education/promotion based on assessment findings

1.7.1 Synthesize assessment findings

1.7.2 Identify current needs, resources, and capacity

1.7.3 Prioritize health education/promotion needs

1.7.4 Develop recommendations for health education/promotion based on assessment findings

1.7.5 Report assessment findings

Area of Responsibility II

PLAN HEALTH EDUCATION/PROMOTION

COMPETENCY 2.1: Involve priority populations, partners, and other stakeholders in the planning process

2.1.1 Identify priority populations, partners, and other stakeholders

2.1.2 Use strategies to convene priority populations, partners, and other stakeholders

- 2.1.3 Facilitate collaborative efforts among priority populations, partners, and other stakeholders
- 2.1.4 Elicit input about the plan
- 2.1.5 Obtain commitments to participate in health education/promotion

COMPETENCY 2.2: Develop goals and objectives

- 2.2.1 Identify desired outcomes using the needs assessment results
- 2.2.2 Develop vision statement
- 2.2.3 Develop mission statement
- 2.2.4 Develop goal statements
- 2.2.5 Develop specific, measurable, attainable, realistic, and time-sensitive objectives

COMPETENCY 2.3: Select or design strategies/interventions

- 2.3.1 Select planning model(s) for health education/promotion
- 2.3.2 Assess efficacy of various strategies/interventions to ensure consistency with objectives
- 2.3.3 Apply principles of evidence-based practice in selecting and/or designing strategies/interventions
- 2.3.4 Apply principles of cultural competence in selecting and/or designing strategies/interventions
- 2.3.5 Address diversity within priority populations in selecting and/or designing strategies/interventions
- 2.3.6 Identify delivery methods and settings to facilitate learning
- 2.3.7 Tailor strategies/interventions for priority populations
- 2.3.8 Adapt existing strategies/interventions as needed
- 2.3.9 Conduct pilot test of strategies/interventions
- 2.3.10 Refine strategies/interventions based on pilot feedback
- 2.3.11 Apply ethical principles in selecting strategies and designing interventions
- 2.3.12 Comply with legal standards in selecting strategies and designing interventions

COMPETENCY 2.4: Develop a plan for the delivery of health education/promotion

- 2.4.1 Use theories and/or models to guide the delivery plan
- 2.4.2 Identify the resources involved in the delivery of health education/promotion
- 2.4.3 Organize health education/promotion into a logical sequence
- 2.4.4 Develop a timeline for the delivery of health education/promotion
- 2.4.5 Develop marketing plan to deliver health program
- 2.4.6 Select methods and/or channels for reaching priority populations
- 2.4.7 Analyze the opportunity for integrating health education/promotion into other programs
- 2.4.8 Develop a process for integrating health education/promotion into other programs when needed
- 2.4.9 Assess the sustainability of the delivery plan
- 2.4.10 Design and conduct pilot study of health education/promotion plan

COMPETENCY 2.5: Address factors that influence implementation of health education/promotion

- 2.5.1 Identify and analyze factors that foster or hinder implementation
- 2.5.2 Develop plans and processes to overcome potential barriers to implementation

Area of Responsibility III
IMPLEMENT HEALTH EDUCATION/PROMOTION

COMPETENCY 3.1: Coordinate logistics necessary to implement plan

- 3.1.1 Create an environment conducive to learning
- 3.1.2 Develop materials to implement plan
- 3.1.3 Secure resources to implement plan
- 3.1.4 Arrange for needed services to implement plan
- 3.1.5 Apply ethical principles to the implementation process
- 3.1.6 Comply with legal standards that apply to implementation

COMPETENCY 3.2: Train staff members and volunteers involved in implementation of health education/promotion

- 3.2.1 Develop training objectives
- 3.2.2 Recruit individuals needed for implementation
- 3.2.3 Identify training needs of individuals involved in implementation
- 3.2.4 Develop training using best practices
- 3.2.5 Implement training
- 3.2.6 Provide support and technical assistance to those implementing the plan
- 3.2.7 Evaluate training
- 3.2.8 Use evaluation findings to plan/modify future training

COMPETENCY 3.3: Implement health education/promotion plan

- 3.3.1 Collect baseline data
- 3.3.2 Apply theories and/or models of implementation
- 3.3.3 Assess readiness for implementation
- 3.3.4 Apply principles of diversity and cultural competence in implementing health education/promotion plan
- 3.3.5 Implement marketing plan
- 3.3.6 Deliver health education/promotion as designed
- 3.3.7 Use a variety of strategies to deliver plan

COMPETENCY 3.4: Monitor implementation of health education/promotion

- 3.4.1 Monitor progress in accordance with timeline
- 3.4.2 Assess progress in achieving objectives
- 3.4.3 Ensure plan is implemented consistently
- 3.4.4 Modify plan when needed
- 3.4.5 Monitor use of resources
- 3.4.6 Evaluate sustainability of implementation
- 3.4.7 Ensure compliance with legal standards
- 3.4.8 Monitor adherence to ethical principles in the implementation of health education/promotion

Area of Responsibility IV

**CONDUCT EVALUATION AND RESEARCH RELATED TO HEALTH
EDUCATION/PROMOTION**

COMPETENCY 4.1: Develop evaluation plan for health education/promotion

- 4.1.1 Determine the purpose and goals of evaluation
- 4.1.2 Develop questions to be answered by the evaluation
- 4.1.3 Create a logic model to guide the evaluation process
- 4.1.4 Adapt/modify a logic model to guide the evaluation process
- 4.1.5 Assess needed and available resources to conduct evaluation
- 4.1.6 Determine the types of data (for example, qualitative, quantitative) to be collected
- 4.1.7 Select a model for evaluation
- 4.1.8 Develop data collection procedures for evaluation
- 4.1.9 *Develop data analysis plan for evaluation*
- 4.1.10 Apply ethical principles to the evaluation process

COMPETENCY 4.2: Develop a research plan for health education/promotion

- 4.2.1 *Create statement of purpose*
- 4.2.2 *Assess feasibility of conducting research*
- 4.2.3 *Conduct search for related literature*
- 4.2.4 *Analyze and synthesize information found in the literature*
- 4.2.5 *Develop research questions and/or hypotheses*
- 4.2.6 *Assess the merits and limitations of qualitative and quantitative data collection*
- 4.2.7 *Select research design to address the research questions*
- 4.2.8 *Determine suitability of existing data collection instruments*
- 4.2.9 *Identify research participants*
- 4.2.10 *Develop sampling plan to select participants*
- 4.2.11 *Develop data collection procedures for research*
- 4.2.12 *Develop data analysis plan for research*
- 4.2.13 *Develop a plan for non-respondent follow-up*
- 4.2.14 *Apply ethical principles to the research process*

COMPETENCY 4.3: Select, adapt and/or create instruments to collect data

- 4.3.1 *Identify existing data collection instruments*
- 4.3.2 *Adapt/modify existing data collection instruments*
- 4.3.3 *Create new data collection instruments*
- 4.3.4 *Identify useable items from existing instruments*
- 4.3.5 *Adapt/modify existing items*
- 4.3.6 *Create new items to be used in data collection*
- 4.3.7 *Pilot test data collection instrument*
- 4.3.8 *Establish validity of data collection instruments*
- 4.3.9 *Ensure that data collection instruments generate reliable data*
- 4.3.10 *Ensure fairness of data collection instruments (for example, reduce bias, use language appropriate to priority population)*

COMPETENCY 4.4: Collect and manage data

- 4.4.1 *Train data collectors involved in evaluation and/or research*
- 4.4.2 *Collect data based on the evaluation or research plan*
- 4.4.3 *Monitor and manage data collection*
- 4.4.4 *Use available technology to collect, monitor and manage data*
- 4.4.5 *Comply with laws and regulations when collecting, storing, and protecting participant data*

COMPETENCY 4.5: Analyze data

- 4.5.1 *Prepare data for analysis*
- 4.5.2 *Analyze data using qualitative methods*
- 4.5.3 *Analyze data using descriptive statistical methods*
- 4.5.4 *Analyze data using inferential statistical methods*
- 4.5.5 *Use technology to analyze data*

COMPETENCY 4.6: Interpret results

- 4.6.1 *Synthesize the analyzed data*
- 4.6.2 *Explain how the results address the questions and/or hypotheses*
- 4.6.3 *Compare findings to results from other studies or evaluations*
- 4.6.4 *Propose possible explanations of findings*
- 4.6.5 *Identify limitations of findings*
- 4.6.6 *Address delimitations as they relate to findings*
- 4.6.7 *Draw conclusions based on findings*
- 4.6.8 *Develop recommendations based on findings*

COMPETENCY 4.7: Apply findings

- 4.7.1 *Communicate findings to priority populations, partners, and stakeholders*

- 4.7.2 Solicit feedback from priority populations, partners, and stakeholders
- 4.7.3 Evaluate feasibility of implementing recommendations
- 4.7.4 Incorporate findings into program improvement and refinement
- 4.7.5 *Disseminate findings using a variety of methods*

Area of Responsibility V

ADMINISTER AND MANAGE HEALTH EDUCATION/PROMOTION

COMPETENCY 5.1: Manage financial resources for health education/promotion programs

- 5.1.1 Develop financial plan
- 5.1.2 Evaluate financial needs and resources
- 5.1.3 Identify internal and/or external funding sources
- 5.1.4 Prepare budget requests
- 5.1.5 Develop program budgets
- 5.1.6 Manage program budgets
- 5.1.7 Conduct cost analysis for programs
- 5.1.8 Prepare budget reports
- 5.1.9 Monitor financial plan
- 5.1.10 Create requests for funding proposals
- 5.1.11 Write grant proposals
- 5.1.12 Conduct reviews of funding proposals
- 5.1.13 Apply ethical principles when managing financial resources

COMPETENCY 5.2: Manage technology resources

- 5.2.1 Assess technology needs to support health education/promotion
- 5.2.2 Use technology to collect, store and retrieve program management data
- 5.2.3 Apply ethical principles in managing technology resources
- 5.2.4 Evaluate emerging technologies for applicability to health education/promotion

COMPETENCY 5.3: Manage relationships with partners and other stakeholders

- 5.3.1. Assess capacity of partners and other stakeholders to meet program goals
- 5.3.2. Facilitate discussions with partners and other stakeholders regarding program resource needs
- 5.3.3. Create agreements (for example, memoranda of understanding) with partners and other stakeholders
- 5.3.4. Monitor relationships with partners and other stakeholders
- 5.3.5. Elicit feedback from partners and other stakeholders
- 5.3.6. Evaluate relationships with partners and other stakeholders

COMPETENCY 5.4: Gain acceptance and support for health education/promotion programs

- 5.4.1. Demonstrate how programs align with organizational structure, mission, and goals
- 5.4.2. Identify evidence to justify programs
- 5.4.3. Create a rationale to gain or maintain program support
- 5.4.4. Use various communication strategies to present rationale

COMPETENCY 5.5: Demonstrate leadership

- 5.5.1. Facilitate efforts to achieve organizational mission
- 5.5.2. Analyze an organization's culture to determine the extent to which it supports health education/promotion
- 5.5.3. Develop strategies to reinforce or change organizational culture to support health education/promotion
- 5.5.4. Facilitate needed changes to organizational culture
- 5.5.5. Conduct strategic planning
- 5.5.6. Implement strategic plan
- 5.5.7. Monitor strategic plan
- 5.5.8. Conduct program quality assurance/process improvement
- 5.5.9. Comply with existing laws and regulations
- 5.5.10. Adhere to ethical principles for the profession

COMPETENCY 5.6: Manage human resources for health education/promotion

- 5.6.1. Assess staffing needs
- 5.6.2. Develop job descriptions
- 5.6.3. Apply human resources policies consistent with laws and regulations
- 5.6.4. Evaluate qualifications of staff members and volunteers needed for programs
- 5.6.5. Recruit staff members and volunteers for programs
- 5.6.6. Determine staff member and volunteer professional development needs
- 5.6.7. Develop strategies to enhance staff member and volunteer professional development
- 5.6.8. Implement strategies to enhance the professional development of staff members and volunteers
- 5.6.9. Develop and implement strategies to retain staff members and volunteers
- 5.6.10. Employ conflict resolution techniques
- 5.6.11. Facilitate team development
- 5.6.12. Evaluate performance of staff members and volunteers
- 5.6.13. Monitor performance and/or compliance of funding recipients
- 5.6.14. Apply ethical principles when managing human resources

Area of Responsibility VI

SERVE AS A HEALTH EDUCATION/PROMOTION RESOURCE PERSON

COMPETENCY 6.1: Obtain and disseminate health-related information

- 6.1.1. Assess needs for health-related information
- 6.1.2. Identify valid information resources
- 6.1.3. Evaluate resource materials for accuracy, relevance, and timeliness
- 6.1.4. Adapt information for consumer
- 6.1.5. Convey health-related information to consumer

COMPETENCY 6.2: Train others to use health education/promotion skills

- 6.2.1. Assess training needs of potential participants
- 6.2.2. Develop a plan for conducting training
- 6.2.3. Identify resources needed to conduct training
- 6.2.4. Implement planned training
- 6.2.5. Conduct formative and summative evaluations of training
- 6.2.6. Use evaluative feedback to create future trainings

COMPETENCY 6.3: Provide advice and consultation on health education/promotion issues

- 6.3.1. Assess and prioritize requests for advice/consultation
- 6.3.2. Establish advisory/consultative relationships
- 6.3.3. Provide expert assistance and guidance
- 6.3.4. Evaluate the effectiveness of the expert assistance provided
- 6.3.5. Apply ethical principles in consultative relationships

Area of Responsibility VII

**COMMUNICATE, PROMOTE, AND ADVOCATE FOR HEALTH
EDUCATION/PROMOTION, AND THE PROFESSION**

COMPETENCY 7.1: Identify, develop, and deliver messages using a variety of communication strategies, methods, and techniques

- 7.1.1. Create messages using communication theories and/or models
- 7.1.2. Identify level of literacy of intended audience
- 7.1.3. Tailor messages for intended audience
- 7.1.4. Pilot test messages and delivery methods
- 7.1.5. Revise messages based on pilot feedback
- 7.1.6. Assess and select methods and technologies used to deliver messages
- 7.1.7. Deliver messages using media and communication strategies
- 7.1.8. Evaluate the impact of the delivered messages

COMPETENCY 7.2: Engage in advocacy for health and health education/promotion

- 7.2.1. Identify current and emerging issues requiring advocacy
- 7.2.2. Engage stakeholders in advocacy initiatives

- 7.2.3. Access resources (for example, financial, personnel, information, data) related to identified advocacy needs
- 7.2.4. Develop advocacy plans in compliance with local, state, and/or federal policies and procedures
- 7.2.5. Use strategies that advance advocacy goals
- 7.2.6. Implement advocacy plans
- 7.2.7. Evaluate advocacy efforts
- 7.2.8. Comply with organizational policies related to participating in advocacy
- 7.2.9. Lead advocacy initiatives related to health

COMPETENCY 7.3: Influence policy and/or systems change to promote health and health education

- 7.3.1. Assess the impact of existing and proposed policies on health
- 7.3.2. Assess the impact of existing and proposed policies on health education
- 7.3.3. Assess the impact of existing systems on health
- 7.3.4. Project the impact of proposed systems changes on health education
- 7.3.5. Use evidence-based findings in policy analysis
- 7.3.6. Develop policies to promote health using evidence-based findings
- 7.3.7. Identify factors that influence decision-makers
- 7.3.8. Use policy advocacy techniques to influence decision-makers
- 7.3.9. Use media advocacy techniques to influence decision-makers
- 7.3.10. Engage in legislative advocacy

COMPETENCY 7.4: Promote the health education profession

- 7.4.1. Explain the major responsibilities of the health education specialist
- 7.4.2. Explain the role of professional organizations in advancing the profession
- 7.4.3. Explain the benefits of participating in professional organizations
- 7.4.4. Advocate for professional development of health education specialists
- 7.4.5. Advocate for the profession
- 7.4.6. Explain the history of the profession and its current and future implications for professional practice
- 7.4.7. Explain the role of credentialing (for example, individual, program) in the promotion of the profession
- 7.4.8. Develop and implement a professional development plan
- 7.4.9. *Serve as a mentor to others in the profession*
- 7.4.10. *Develop materials that contribute to the professional literature*
- 7.4.11. *Engage in service to advance the profession*

CORE INTERNSHIP ASSIGNMENTS

WORK PROJECT LIST

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

IMPORTANT: The proposed Work Project List must clearly and explicitly document how the site will provide diverse, relevant, and substantial professional learning experiences in typical, as well as shelter-in-place work environments. Sites must explain how they are prepared to pivot intern work between in-office and 100% virtual work conditions, in response to changing situations.

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

A sample Work Project List is provided on page 28.

WEEKLY WORK LOG

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

Work log information must include:

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

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

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

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

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

A work log template is provided on page 27.

MIDTERM PAPER ASSIGNMENT

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

FINAL PAPER ASSIGNMENT

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

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

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

PUBLIC PRESENTATION

At the conclusion of the internship, each intern will conduct a formal presentation, explaining how their internship has exposed them to the National Commission for Health Education Credentialing, Inc. (NCHEC) Responsibilities and Competencies for Entry-Level Health Education Specialists by showcasing skills developed during the internship experience. The format of this presentation will be determined in advance, and shared with interns via the course syllabus and Canvas site. In most instances, templates for presentations will be provided.

ARTIFACT

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

EVALUATIONS BY SITE SUPERVISOR AND INTERN

Intern Evaluations

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

Site Supervisor Evaluations

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

SAMPLE WEEKLY WORK LOG

**Jane Doe
County X Health Department**

Week of: January 5th – January 11th, 2020

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

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

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

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SAMPLE - WORK PROJECT LIST

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

1. Plan and implement a presentation about the importance of hand hygiene to hospital employees.
Remote: Planning meetings via phone or Webex/Zoom; dissemination of presentation via Webex/Zoom and/or recorded and uploaded to share site.
2. Research and create new topical education brochures for distribution in the clinic lobby.
Remote: Planning meetings via phone or Webex/Zoom; upload brochure pdfs to public access site and/or duplicate as website.
3. Update Power Point presentations for three existing community programs (Bloodborne Pathogens, the Importance of Immunizations, and How to Improve Productivity).
4. Organize and attend leadership training(s), and summarize and apply learning.
Remote: Organization/planning meetings via phone or Webex/Zoom; convene training using Webex/Zoom or other CBT platform; submit summary/application via email.
5. Create, develop, and display monthly bulletin boards about timely health topics.
Remote: Planning meetings via phone or Webex/Zoom; develop infographics and share on employee site.
6. Review and update existing database and materials for customer/client contacts.
7. Participate in planning and coordination of agency fundraising events.
Remote: Planning meetings via phone or Webex/Zoom; migrate event into “virtual” platform.
8. Participate in regular agency staff meetings and attend workshops and activities as designated.
Remote: Attend meetings, workshops, etc., via Webex/Zoom, when possible.
9. Serve as a facilitator for client health screenings.
Remote: Difficult to adapt to remote.
10. Assist the Health Education Specialist with various tasks including safety trainings, inspections, and testing.
Remote: Planning meetings, consult, via phone or Webex/Zoom; participate in virtual training sessions, when possible. Remote participation in testing and inspections difficult.
11. Complete all tasks assigned by Site Supervisor and Internship Coordinator.

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

SITE SUPERVISOR EVALUATION OF INTERN CRITERIA

We appreciate your cooperation in mentoring a Health Education and Promotion student. Integral to this student's progress is ongoing assessment of student performance. Please provide a candid evaluation of the student using the following evaluation forms. Your written comments provide valuable feedback to the intern as he/she works to improve his/her professional capabilities. Also, please recognize that it is imperative that you personally review each evaluation with your intern. Please use the following descriptions as a guide for your evaluations.

Superior/Excellent

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

Above Average

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

Average

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

Below Average

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

Unacceptable

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

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

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

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

Student name (first & last):

Date evaluation is being completed:

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

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

PROFESSIONAL SKILLS and ABILITIES

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

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

PERSONAL ATTRIBUTES

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

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

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

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

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

6.	Self-confidence	1	1.5	2	2.5	3	3.5	4	4.5	5
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Please comment about the intern's self-confidence.

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

Please discuss some of the intern's strengths.

Please discuss some of the intern's weaknesses.

What are your recommendations for improvement?

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

1.	Assess needs, assets, and capacity for health education/promotion	Distinguished	Competent	Basic	Unsatisfactory	Not enough information to evaluate
	Comments about the intern's assessment ability:					
2.	Plan health education/promotion	Distinguished	Competent	Basic	Unsatisfactory	Not enough information to evaluate
	Comments about the intern's planning ability:					
3.	Implement health education/promotion	Distinguished	Competent	Basic	Unsatisfactory	Not enough information to evaluate
	Comments about the intern's implementation ability:					
4.	Conduct evaluation and research related to health education/promotion	Distinguished	Competent	Basic	Unsatisfactory	Not enough information to evaluate
	Comments about the intern's evaluation ability:					
5.	Administer and manage health education/promotion	Distinguished	Competent	Basic	Unsatisfactory	Not enough information to evaluate
	Comments about the intern's administration and management ability:					
6.	Serve as a health education/promotion resource person	Distinguished	Competent	Basic	Unsatisfactory	Not enough information to evaluate
	Comments about the intern's resourcefulness:					
7.	Communicate, promote, and advocate for health, health education, and the profession	Distinguished	Competent	Basic	Unsatisfactory	Not enough information to evaluate
	Comments about the intern's advocacy ability:					

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

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

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

Student name (first & last):

Date evaluation is being completed:

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

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

PROFESSIONAL SKILLS/CHARACTERISTICS

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

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

Please comment about the intern's maturity/poise.

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

Please comment about the intern's creativity.

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

Please comment about the intern's assertiveness/contribution.

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

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

What was the greatest asset of the intern?

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

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

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

If the student were to apply for a position with your agency, or requested a professional recommendation from you, what type of recommendation would you give in regard to hiring?

Strongly recommend _____ Recommend _____ Recommend with reservation _____ Not recommend _____

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

1. Assess needs, assets, and capacity for health education/promotion

Distinguished Competent Basic Unsatisfactory Not enough information to evaluate

Comments about the intern's assessment ability:

2. Plan health education/promotion

Distinguished Competent Basic Unsatisfactory Not enough

	Comments about the intern's planning ability:				information to evaluate
3.	Implement health education/promotion				
	Distinguished	Competent	Basic	Unsatisfactory	Not enough information to evaluate
	Comments about the intern's implementation ability:				
4.	Conduct evaluation and research related to health education/promotion				
	Distinguished	Competent	Basic	Unsatisfactory	Not enough information to evaluate
	Comments about the intern's evaluation ability:				
5.	Administer and manage health education/promotion				
	Distinguished	Competent	Basic	Unsatisfactory	Not enough information to evaluate
	Comments about the intern's administration and management ability:				
6.	Serve as a health education/promotion resource person				
	Distinguished	Competent	Basic	Unsatisfactory	Not enough information to evaluate
	Comments about the intern's resourcefulness:				
7.	Communicate, promote, and advocate for health, health education, and the profession				
	Distinguished	Competent	Basic	Unsatisfactory	Not enough information to evaluate
	Comments about the intern's advocacy ability:				

DEPARTMENT OF NUTRITION AND HEALTH SCIENCE
INTERN EVALUATION OF INTERNSHIP SITE

Student name (first & last):

Internship location/site:

Which semester did you primarily complete your internship?

Fall semester _____ Spring semester _____ Summer semester _____

What year did you primarily complete your internship?

Would you recommend this internship site to future interns?

Yes _____ No _____

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

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

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

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

Please discuss your rating for Work Atmosphere.

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

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

Please discuss your rating for Working Conditions.

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

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

Please discuss your rating for Professional Experience.

4. GENERAL APPRAISAL OF THE FOR AN INTERNSHIP

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

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

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

DEPARTMENT OF NUTRITION AND HEALTH SCIENCE
INTERN EVALUATION OF SITE SUPERVISOR

Student name (first & last):

Internship location/site:

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

Which semester did you primarily complete your internship?

Fall semester _____ Spring semester _____ Summer semester _____

What year did you primarily complete your internship?

Would you recommend this internship Site Supervisor to future interns?

Yes _____ No _____

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

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

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

Please discuss your rating for Supervision.

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

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

Please discuss your rating for Communication.

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

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

Please discuss your rating for Orientation.

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

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

Please discuss your rating for Collegiality.

5. SITE SUPERVISOR GENERAL EVALUATION

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

Please discuss your rating for Site Supervisor General Evaluation.

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

DEPARTMENT OF NUTRITION AND HEALTH SCIENCE
COURSE EVALUATION CRITERIA

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

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

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

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

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