College of Charleston

Department of Health & Human Performance

Program Manual

for

Public Health Undergraduate Internship (HEAL 403)

Updated Fall, 2014
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PUBLIC HEALTH INTERNSHIP (HEAL 403)
OVERVIEW

Program Description

The College of Charleston’s undergraduate Public Health Internship (PHI) serves as a culminating experience for students earning a BS degree in Public Health. The purpose of the program is to bridge academic and professional practice, allowing students to apply the knowledge they’ve acquired in the classroom, gain new knowledge specific to their field experience, hone practical skills, and identify areas for professional improvement.

The program is comprised of two components: field experience, which requires participation in agency activities, and on-campus seminars, which focus on problem-solving, experience sharing, and professional development. Students may opt for a 6-credit internship, requiring 210 hours per semester in the field (the equivalent of 15 hours per week) or a 3-credit internship requiring 105 hours per semester in the field (the equivalent of 7.5 hours per week). The seminar portion of the course is the same for both options.

Program Objectives

The PHI is designed to provide students with opportunities to:

- Apply public health competencies relevant to the field setting
- Work independently and as a member of a team
- Demonstrate appropriate judgment and problem-solving skills
- Develop a professional relationship with supervisors and co-workers
- Demonstrate cultural sensitivity
- Communicate effectively orally and in writing
- Receive and respond to constructive feedback
- Identify areas for professional development
- Demonstrate their ability to add value to the field setting
- Evaluate the quality of the internship experience

To accomplish these objectives, students are required to spend a minimum of 15 hours or 7.5 hours per week at an approved internship site as well as attend monthly on-campus seminars, meet with the faculty coordinator twice during the semester, and complete assignments and paperwork as outlined in the course syllabus.
ELIGIBILITY REQUIREMENTS

Student Eligibility for the 6-Credit PH Internship

To enroll in HEAL 403 students must have:
• Declared a major in Public Health
• Senior level status or permission from the faculty coordinator
• Received departmental permission
• Submitted a signed Individual Enrollment Form to the PH faculty coordinator
• Secured a field site the semester prior to taking the course
• 15 hours or 7.5 hours per week they can devote to the internship site

Site Eligibility

The Department seeks field placements with public health and related agencies that are willing and able to educate, train, and mentor future public health professionals. Sites are selected based on the following criteria:
• The agency’s philosophy and standards are consistent with the goals of public health to promote and improve the health and well being of populations, communities, and individuals.
• The agency is able to offer a field experience that enables the student to meet the objectives of the program.
• The agency can provide the student with experience in one or more of the essential services of public health (see Appendix A: 10 Essential Services of Public Health)
• The agency can provide a qualified site supervisor with the time and resources to support and mentor the intern, and ensure learning opportunities consistent with the intern-agency work agreement.
• The agency can guarantee an average of 15 hours per week for PHI students or 7.5 hours per week for IFS students in the field for the duration of one semester.
• The agency can provide the student with adequate office space, supplies, and access to equipment necessary for the completion of assigned tasks.
• The agency agrees to complete paperwork required by the program, and meet periodically with the faculty coordinator.
ROLES & RESPONSIBILITIES

Student Intern

The intern’s primary role is to carry out tasks and projects assigned by his/her site supervisor and the faculty coordinator during the course of the internship.

Specific responsibilities the semester prior to the internship include:
• Ensuring that the eligibility requirements for participating in the undergraduate internship have been met (see Student Eligibility Requirements).
• Learning about potential sites.
• Submitting rank-ordered site preferences
• Managing the interview process according to the schedule (see Procedures & Policies: Schedule For Securing A Field Placement).
• Securing a field placement.
• Submitting a signed Individual Enrollment Form to the faculty coordinator.

Specific responsibilities during the internship semester include:
• Completing the Internship Learning Agreement in conjunction with the site supervisor.
• Working an average of 15 hours per week (6-credit interns) or 7.5 hours per week (3-credit interns) at the internship site or on site-related activities.
• Maintaining the Weekly Activity Log of internship hours completed, turning it in according to the schedule on the syllabus, and tracking total internship hours as the semester unfolds.
• Providing the site supervisor with midterm and final evaluation forms.
• Attending monthly on-campus seminar sessions.
• Completing seminar-related assignments as detailed on the syllabus.

Faculty Coordinator

The Faculty Coordinator is responsible for managing most aspects of the PHI, including:
• Sourcing and evaluating potential internship sites.
• Updating and disseminating information on available sites to prospective interns.
• Assisting prospective interns in securing an appropriate field placement.
• Assisting interns in establishing realistic goals and learning objectives for the internship.
• Managing the flow of paperwork, schedules, and procedural information to site supervisors and interns.
• Orienting new site supervisors to the CofC PHI program.
• Supporting site supervisors as necessary throughout the internship period.
• Being accessible to interns for advice, consultation, and mediation of internship concerns.
• Meeting with interns on a regularly scheduled basis and/or as needed.
• Planning and conducting seminar sessions.
• Evaluating seminar coursework.
• Calculating and submitting midterm and final grades for interns.
Site Supervisor

The primary role of the site supervisor is to mentor the intern and assist with his/her professional development. Specific responsibilities include:

- Interviewing potential interns to determine their “fit” with the organization/agency.
- Working with the intern to structure a meaningful field experience.
- Completing the Internship Learning Agreement in conjunction with the intern.
- Providing orientation and training to prepare the intern to accomplish the tasks for which he/she is responsible (see Appendix E: Site Orientation Guidelines).
- Providing the intern with adequate workspace and supplies.
- Providing opportunities for meaningful work that promotes the professional growth of the intern while pursuing the goals of the organization.
- Making agency staff available to the intern as needed for support and mentoring.
- Providing ongoing supervision to the intern, including maintaining an ongoing dialogue with the intern to explain assignments and provide constructive feedback.
- Completing midterm and final performance evaluations (forms provided by the intern), and discussing them with the intern.
- Signing off on the Weekly Activity Log (provided by intern).
- Participating in periodic, prearranged site visits with the faculty coordinator.
- Updating faculty coordinator in the event of a change in site supervisor or contact information.
- Communicating with faculty coordinator regarding any concerns about the intern’s performance.
- Reviewing the Site Supervisors Guidelines, and signing and returning acknowledgment of the review to the faculty coordinator.
PROCEDURES & POLICIES

Securing a Field Placement

Below is a schedule outlining the process and approximate time frames for securing your field placement. Keep in mind that obtaining an internship is a highly competitive process that requires you to be proactive. You’ll be vying for positions with students from other colleges as well as other CofC departments. Maximize your opportunities by taking charge of the situation (e.g., initiate phone calls, interviews, followup, etc.).

Finding and securing your site takes place the semester prior to the internship and includes the following steps:

1. The process begins with the faculty coordinator emailing future HEAL 403 students instructions for obtaining a field placement. The communication includes a list of local agencies and organizations that meet the department’s criteria for site eligibility.

2. Using the list as a starting point, you’re expected to research sites of potential interest by accessing Websites, questioning previous HEAL interns, talking to department personnel, etc. (For students interested in doing their internship at a site not on the list or one that is not local, see Procedures & Policies: Obtaining Approval for a New Site, and/or Non-Local or Foreign Internship.)

3. Based on the information you’ve gathered, select 5 sites that appeal to you, and email your list in rank order (#1 = most desirable; #5 = least desirable) to the faculty coordinator. (For factors to consider when making your selections, see Appendix B, Considerations For Choosing an Internship Site.)

4. Within 10 days you will receive an email from the faculty coordinator providing you with names and contact information for two sites from your list. At the same time, those sites will receive an email from the faculty coordinator informing them that you will be getting in touch to set up an interview.

5. It is your responsibility to set up interviews with each site (see Appendix C, Interviewing For Your Internship). The department requires that you meet with both sites to help you evaluate your options and ensure an alternative if your first choice doesn’t work out. To avoid any awkwardness, your sites will be informed that you are interviewing with organizations other than theirs.

6. Sites will be requested to inform students of their decision either way by the date noted on the schedule. Occasionally, students are offered the position during the interview. If you’ve already interviewed with your other site and you want to accept the position, you may do so at that time. If, however, you have not interviewed with the alternative site, you must complete that step before accepting. Remember that the alternative site is expecting to meet with you. To protect the integrity of the process and the program for future interns, it is important that sites know they can rely on CofC students to behave professionally. (If nothing else, it’s good interview experience.)
7. The interview process will result in one of several outcomes, each of which requires a different response. For example:

- **You receive two offers:** Accept the one you want most, and immediately inform the other site that you’ve accepted another offer.

- **You receive an offer you want to accept from one site, but have not heard from the second site:** Accept the offer, and immediately inform the second site that you’ve accepted an offer and are removing yourself from further consideration by their organization.

- **You receive an offer from your second choice, but have not yet heard from your first choice:** This is a tricky situation as you don’t want to send the message that you’re not interested, but you do want to buy time in order to get feedback from your first choice. It’s appropriate to thank them for the offer and tell them you’ll get back to them by X (usually within 24 hours). Immediately contact your first choice to inquire about your status. You can let them know you received another offer, but would prefer to intern with them. Gauge your next move by their response. If they tell you they’re interested, but won’t be making a decision for several days, you risk losing your first offer; if they say they’ll get back to you in a couple hours, you can wait for their response; if they tell you they’re not interested, the decision has been made for you. Keep in mind that your goal is to secure a placement!

- **You have not heard from either site by the due date:** It’s imperative that you pursue placement aggressively. Call both, asking if they’ve made a decision or when they’re likely to know—and stick with it until you get answers.

- **Neither site offers you an internship:** Immediately contact the faculty coordinator, who will guide you through a second search phase.

- Regardless of the outcome, it’s your responsibility to inform the faculty coordinator of your status via email on the scheduled due date.

**IMPORTANT:** Once you have accepted an internship, the expectation of the department and the organization is that you will honor your commitment. *This pertains to site selection and the number of hours you intern.* For example, if your site is anticipating that you will be interning 15 hrs/wk (6-credit option), you may not change to 7.5 hrs/wk (3-credit option) after you have accepted the position.

8. Once you’ve notified the faculty coordinator that you’ve accepted a position, you will be sent the Individual Enrollment Form along with directions for filling it out. Complete the form and turn it in to the faculty coordinator by the due date.

9. The faculty coordinator will ensure that the Individual Enrollment Forms are signed by the Department Chair and turned into the Registrar’s Office. You will be contacted directly by someone in the Registrar’s Office if they are unable to complete your enrollment. If that happens you must respond promptly to their request. A delay could result in losing your place in HEAL 403.

10. Your internship begins the first week of the new semester. Shortly before school starts, you’ll receive an email from the faculty coordinator with pertinent information about the initial weeks of your internship including directions for paperwork that much be completed. The information will also be available on OAKS.
## Schedule for Securing A Field Placement

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
<th>Spring Internship</th>
<th>Fall Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students receive email instructions for the site-selection process</td>
<td>September TBD</td>
<td>February TBD</td>
</tr>
<tr>
<td>2</td>
<td>Research site options</td>
<td>September 15-30</td>
<td>February 15-28</td>
</tr>
<tr>
<td></td>
<td>Submit New Site Approval form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Submit Top 5 choices in order of preference</td>
<td>October 1</td>
<td>March 1</td>
</tr>
<tr>
<td>4</td>
<td>Faculty coordinator assigns 2 options; notifies students &amp; sites</td>
<td>October 10</td>
<td>March 10</td>
</tr>
<tr>
<td>5</td>
<td>Student sets up and completes interviews @ 2 sites</td>
<td>October 10-25</td>
<td>March 10-25</td>
</tr>
<tr>
<td>6</td>
<td>Sites inform student of status (offer/decline)</td>
<td>October 30</td>
<td>March 30</td>
</tr>
<tr>
<td>7</td>
<td>Student accepts/declines offers and notifies both sites</td>
<td>November 5</td>
<td>April 5</td>
</tr>
<tr>
<td></td>
<td>Student informs fac. coord. of status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Student submits Individual Enrollment form to Dir. of BS Program in PH</td>
<td>November 10</td>
<td>April 10</td>
</tr>
<tr>
<td>9</td>
<td>Faculty coordinator submits Individual Enrollment forms to Registrar</td>
<td>November 15</td>
<td>April 15</td>
</tr>
<tr>
<td>10</td>
<td>Begin Internship</td>
<td>Week 1 of Spring Semester</td>
<td>Week 1 of Fall Semester</td>
</tr>
</tbody>
</table>

## Obtaining Approval For a New Site

Students may elect to do their internship at an agency/organization that is not on the list of approved sites. However, before you can commit to the internship, the site must be approved by the department. It is your responsibility to initiate the approval process by following these steps:

1. Set up a meeting at the site to determine if the site
   * Is willing to host an intern.
   * Meets the department’s site eligibility requirements (see **Site Eligibility Requirements**).
   * Offers a PH experience suitable for you (see **Appendix B: Considerations for Choosing an Internship Site**).

2. Provide the following information to the faculty coordinator in an email with the subject: New Site Approval Request:
   * Your name, phone number, email address
   * Name and address of agency/organization
   * Name and title of agency contact person, phone number, email address
   * Brief description of agency/services
   * List of potential internship activities, one or more of which must comply with the **10 Essential Services of Public Health** (see **Appendix A**)

403/401 Guidelines 1/8/14 pg. 9
Once that information has been submitted, the faculty coordinator will visit the site and/or talk with the person whose contact information you’ve provided. Following that meeting you will be informed whether or not the site has been approved.

IMPORTANT: While the approval process is taking place, it’s imperative that you pursue at least one other option from the list of approved sites. Should the new site not be approved, this ensures that you have a backup in place.

Using Your Place of Employment for Your Internship

An important benefit of the internship is to provide you with new experiences that broaden your understanding of the field and enhance your marketability as a PH practitioner. For that reason, it’s preferable to complete an internship in a setting different from one in which you currently work.

If, however, you can demonstrate that the internship experience will be substantially different from your current job, the department will consider allowing you to use your place of employment for your internship. To do that you must submit a written request to the faculty coordinator documenting that:

• The site meets the eligibility criteria for a PH field placement (see Site Eligibility Requirements).
• The internship assignment provides experience in one or more of the essential services of Public Health (see Appendix A: 10 Essential Services of Public Health).
• The internship assignment is distinct from your employment responsibilities.
• The internship will be completed in a department or division distinct from your regular position.
• The hours devoted to the internship are distinct from your hours of employment.
• Your internship site supervisor differs from your employment supervisor.
• Evaluations of your internship will be separate from employment evaluations.
• Your employment supervisor is aware of the distinction and approves the arrangement.

While interning at your place of employment may be convenient, you need to consider the potential downside as well. It can lead to role confusion by others and employment-related interruptions, both of which may negatively impact your internship experience.

Non-Local or Foreign Internship

Because Public Health is practiced globally, it is possible to complete your internship in an area other than Charleston. However, limited resources within the department make it possible for only a few students to participate in a non-local internship. Consideration will be given to those who submit a proposal to the faculty coordinator with acceptance contingent upon the availability of a faculty member to supervise the experience. The proposal must include:

• Your name, phone number, email address
• Name and location of agency/organization
• Name and contact information for who will act as your site supervisor
• Brief description of what the agency does and who it serves
• Justification for how interning there will contribute to your PH education
• Examples of PH activities in which you will be involved
• How you plan to meet the requirements of the course as outlined in the Syllabus

**Resolving Field Placement Grievances**

Occasionally, conflicts arise between an intern and his/her site supervisor. Most are minor and can be resolved quickly by addressing differences in a mature manner. In the rare event that a problem arises that the intern, site supervisor, or faculty coordinator believes may jeopardize the intern’s ability to complete the field experience at an acceptable performance level, then the following steps should be taken:

1. Interns should make every effort to resolve complaints promptly, informally, and directly. If you identify an issue that is negatively impacting your job performance, safety, or psychological well being then you should request a face-to-face meeting with your site supervisor. The meeting should take place within one or two days of the precipitating event, and at the meeting your concerns should be articulated in a calm, professional manner. In most cases, this discussion will resolve the issue. If, however, it does not, proceed to Step 2.

2. Prepare a written report detailing the concerns you would like addressed. Send this correspondence to the site supervisor with a copy to the faculty coordinator. If the site supervisor fails to respond to the written correspondence within a reasonable amount of time (24 to 48 hours of receiving the correspondence), or responds in an unacceptable manner, proceed to the Step 3.

3. The faculty coordinator shall request a meeting with the site supervisor and intern for the purpose of resolving the issue. If the parties are unable to reach a satisfactory resolution, and the faculty coordinator determines that the intern will be unable to successfully complete the internship, then the faculty coordinator will initiate a plan to find a new field site for the remainder of the semester.

Challenging worksite situations are a reality, and confronting them is never easy. For those with little experience, it may be worthwhile to consult with others who can help guide you. In addition to seeking input from the faculty coordinator, and/or department professors, the staff at the CofC Career Center is particularly well-suited to help students navigate difficult situations.
**Intern Conduct**

Student interns are bound by the College of Charleston Honor System; federal, state, and local laws; and policies and regulations of the field site. You should consider the internship a job and adhere to all requirements and policies of your site. Moreover, as a representative of the College and the Department of Health and Human Performance, you are expected to exhibit professional and ethical behavior at all times. Below are guidelines for commonly accepted standards of workplace conduct:

- Adhere to the work schedule for your agency. Arrive on time; do not leave early.
- Dress professionally.
- Display a respectful and positive attitude toward your supervisor and co-workers.
- Meet all deadlines assigned.
- Do not make personal calls, text, do personal business, browse the internet, etc. during work time.
- Avoid familiarity unless it is invited (i.e., refer to people by their titles).
- Do not use slang or profanity.
- Respect the confidentiality of client/organization’s information.

Failure to behave in a professional and ethical manner may result in action from your site supervisor and/or the faculty coordinator, and may impact your performance evaluation.

**Termination of the Internship**

While it is highly unlikely that a student will be dismissed from his/her internship, an agency can terminate an intern for conduct that is unlawful; jeopardizes the safety and wellbeing of agency employees, invitees, clients, or customers; interferes with the agencies ability to achieve the purposes of its program; or breaches agency policies, practices, or regulations, including but not limited to ethical requirements. Examples of conduct or behavior that may result in immediate dismissal without prior notification include (but are not limited to) the following:

- Knowingly falsifying application or other documents related to the internship.
- Deliberate destruction of property agency, colleague, or agency client.
- Theft of property of agency, colleague, or agency client.
- Unauthorized use of agency records or data.
- Use or possession of illegal drugs.
- Attending the internship under-the-influence of illegal drugs or other intoxicants.
- Threatening, intimidating, or coercive behavior towards agency personnel or clients.
- Sexual misconduct (sexual violence and all forms of sexual discrimination, harassment and abuse, as defined in the College’s Policy on the Prohibition of Discrimination and Harassment, Including Sexual Harassment and Abuse [http://policy.cofc.edu/documents/12.4.6.pdf]).
- Repetition of conduct that resulted in a prior suspension or written warning.
- Failure to provide the agency with all work produced and related to the internship, upon request.
- Breach of ethics concerning the confidentiality of agency clients.
• Violations of the code of ethics for the Public Health Profession or as related to the specialization.
• Insubordination, defined as behavior that is unresponsive to reasonable requests from agency administrators or site supervisor.

Non-Discrimination

College of Charleston prohibits discrimination on the basis of race, color, religion, disability, age, genetic background, sex, sexual orientation, service in a uniformed service, or national origin. An employer is prohibited from subjecting an intern to conduct on the basis of these categories that has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or other educational benefit or creating an intimidating, hostile, or offensive working, learning, or living environment.

Sexual and Other Unlawful Harassment

The College of Charleston also adheres to Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. The College’s unlawful harassment policy also applies to our internship program to protect the rights of interns and provide an environment that is free from sexual/gender harassment.

The following conduct is prohibited: unwelcome sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature when:

11. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual’s employment, academic status, or participation.

12. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions or decisions concerning educational or other educational benefits affecting such individual; or

13. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile or offensive working or learning environment.

Additionally, sexual harassment also includes conduct that is directed at an employee or student because of his or her sexual orientation or gender identity or expression. Examples of sexual harassment include the following:

• Unwelcome sexual advances or requests for sexual favors based upon gender, sexual orientation, gender identity or gender expression.
  Unwanted physical contact, including touching, pinching, or brushing the body.
• Verbal harassment, such as sexual innuendoes, suggestive comments, jokes of a sexual nature, sexual propositions or threats, epithets, slurs, or negative stereotyping.
• Non-verbal conduct, such as display of sexually suggestive objects or pictures, leering, whistling, obscene gestures, written or graphic material that defames or shows hostility or
aversion toward an individual or group because of gender, sexual orientation, gender identity, or gender expression.
• Repeated, unwelcome requests for social engagements; Questions about sexual behavior or preference.
• Acts of physical aggression, intimidation, hostility, or threats.

Some procedures and policies are adapted from the Site Supervisor Internship Handbook, College of Charleston (http://careercenter.cofc.edu/documents/Site%20Supervisor%20Internship%20Handbook)
This section contains examples of the forms and evaluations listed below. The copies in this document are for reference only. Copies for use are posted individually on OAKS. Site supervisors can obtain forms and evaluations through their intern or the faculty coordinator.

Forms & Evaluations:
- Public Health Internship Program Learning Agreement (Learning Agreement)
- Midterm Evaluation of Intern
- Final Evaluation of Intern
- Intern’s Confidential Evaluation of Field Experience
- Agency Evaluation of the CofC’s Public Health Internship Program
PUBLIC HEALTH INTERNSHIP PROGRAM
Learning Agreement

STUDENT INSTRUCTIONS

DRAFTING YOUR LEARNING AGREEMENT: The purpose of this agreement is to describe what you intend to learn during the course of your internship (learning objectives), how you intend to achieve your objectives (learning strategies/activities), and the means by which your grade for the course will be determined (evaluation). It is your responsibility to draft and submit your learning agreement. You are expected to meet with your site supervisor to discuss the information requested. It is recommended that you compose a rough draft of the agreement prior to your meeting.

Once your final version is complete (including the required signatures), retain the original and make a copy for your site supervisor. Submit the original agreement to the faculty coordinator no later than the date specified on the Syllabus. Revisions and additions to the agreement may be made by mutual consent of the intern and site supervisor. All changes must be submitted to the faculty coordinator.

PLEASE PRINT or TYPE

Student Intern ___________________________________________  Course No: ___________________________
Phone________________________________    Email_________________________________________________
Emergency contact name________________________________________ Phone __________________________
Address while interning__________________________________________________________________________
    Street       City      State        Zip
Host Organization_______________________________________________________________________________
    Address:_____________________________________________________________________________________
    Street       City      State        Zip
Site Supervisor______________________________________     Title_____________________________________
    Phone ________________________     Fax______________________       Email____________________________
Internship Start Date______________     End Date________________  Hours per Week______________________

Faculty Coordinator   Louise Ackerman
                    Phone  203-858-5607     Fax  843-953-6757     Email louise.ackerman@gmail.com
Campus Address: College of Charleston, Department of Health and Human Performance, 24 George Street, Charleston, SC 29424.

Part 1: Working with your site supervisor, develop appropriate learning objectives

LEARNING OBJECTIVES: Statements that describe what you hope to learn/achieve during your internship. Learning objectives might include your intention to expand/develop knowledge in a specific area, improve/develop specific skills/competencies, or develop personal insights regarding your values or attitudes. It is recommended that you list at least 4 to 6 learning objectives.

Each objective should be SMART:
- Specific – Specify what you aim to learn/achieve
- Measurable – Include a way to measure whether you meet your objectives
- Achievable - Objectives must be attainable during the course of the internship
- Realistic – They must be realistic given the resources available to you
- Time – They establish a time-frame within which they will be achieved

Examples:
- By the end of the Summer 2014 internship, I will complete informational interviews with 10 people in Charleston County that provide health and wellness services to the community.
• By June 30, 2014 I will develop a nutrition curriculum for teenage girls that meets the approval of my site supervisor
• By July 1, 2014 I will be proficient in X Database entry as measured by my supervisor’s criteria, online evaluation, etc.)

Learning Objectives:
1.
2.
3.
4.
5.
6.

Part 2: The site supervisor will assist you in the development of your learning strategies/activities.

LEARNING STRATEGIES/ACTIVITIES: Statements that describe how you intend to achieve your objectives. Examples include: perform specific tasks on a project, receive training, observation, seek feedback, attend meetings, research a topic, etc. List at least 1 learning strategy for each learning objective specified.

1.
2.
3.
4.
5.
6.

Seek assistance from your site supervisor in responding to this question.

SITE SUPERVISOR RESPONSIBILITIES: Describe the role of your site supervisor in facilitating the achievement of your learning objectives. How will he/she supervise, train, and evaluate you during your internship experience?
Part 3: Evaluation
The means by which your performance will be assessed and your grade determined by the faculty coordinator:

1. Complete all forms and paperwork completely and turn them in on time
2. Intern the required number of hours
3. Attend and participate in seminar discussions and activities **(not applicable to summer interns)**
4. Submit a weekly Activity Log to the faculty coordinator according to the schedule on the Syllabus
5. Submit Internship Reflections to the faculty coordinator according to the schedule on the Syllabus
6. Submit Site Evaluation to the faculty coordinator on time
7. Perform at an acceptable or better level as indicated on the Intern Evaluation form submitted by the site supervisor
8. Complete a Final Project according to guidelines provided

All parties agree that the internship will not conflict with attendance at regularly scheduled classes and that the student intern will adhere to the policies and procedure of the host organization. The organization agrees with the learning objectives stated on this form and agrees to provide assistance, training, supervision, and consultation to support the student intern in achieving these objectives.

In addition, the organization will comply with all state or federal laws and regulations, including but not limited to Title VII, Equal Employment Opportunity laws, Fair Labor Standards, Workers’ Compensation laws, and the Americans with Disabilities Act. If a student has an inquiry or a complaint about compliance with any state or federal law or regulation at the internship site, or the quality of the internship experience, he/she should notify the faculty coordinator as soon as possible.

<table>
<thead>
<tr>
<th>REQUIRED SIGNATURES</th>
<th>DATE</th>
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</thead>
<tbody>
<tr>
<td>Student Intern</td>
<td></td>
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<tr>
<td>Site Supervisor</td>
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</tbody>
</table>

*Final copy with signatures to be submitted to the faculty coordinator*  
See Syllabus
MIDTERM EVALUATION OF INTERN

Supervisor’s Name ________________________________________________________________

Intern’s Name ___________________________________________________________________

Agency __________________________________________________ Date_____________________

Please use this form to evaluate the intern's performance with respect to the following criteria:

<table>
<thead>
<tr>
<th>Relations with Others</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Supervisor</td>
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<td>Administrators</td>
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<td>Co-workers</td>
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<td>Staff</td>
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<td>Clients</td>
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<thead>
<tr>
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<th>Fair</th>
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<tr>
<td>Oral</td>
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<tr>
<td>Written</td>
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<tr>
<td>Performance at meetings</td>
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<table>
<thead>
<tr>
<th>Attitude and Initiative</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
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<tbody>
<tr>
<td>Willingness to accept constructive criticism</td>
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<tr>
<td>Self-motivation</td>
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<td>Self-reliance</td>
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<td>Resourcefulness</td>
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<td>Flexibility</td>
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<td>Dependability</td>
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<td>Enthusiasm</td>
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<tr>
<td>Professionalism</td>
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<tr>
<td>Commitment</td>
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<tr>
<th>Performance</th>
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<tr>
<td>Time management</td>
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<td>Organization</td>
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<tr>
<td>Thoroughness</td>
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<td>Follows instructions</td>
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<td>Observes regulations</td>
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<tr>
<td>Completes tasks</td>
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<table>
<thead>
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<th>Skills and Knowledge</th>
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<th>Fair</th>
<th>Poor</th>
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<tbody>
<tr>
<td>Decision making</td>
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<td>Management style</td>
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<tr>
<td>Ability to conceptualize</td>
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</table>
Qualitative Feedback (Attach an additional sheet of paper if necessary.)

1. The intern is on pace to achieve his/her learning objectives as established in the Intern Learning Agreement (circle your answer).

   Yes   No

If the intern is NOT on pace to achieve his/her objectives, list steps/actions he/she must take to meet the objectives.

2. Give two examples in which the intern excels.

3. Discuss one area in which the intern can improve; include your suggestion(s) for improving.

4. Optional: Attach a separate sheet of paper to elaborate on any item(s) in the evaluation or other aspects of the intern’s performance.

___________________________________________  __________________
Supervisor’s Signature                      Date

I have discussed this evaluation with my supervisor and _____ agree/ _____ disagree that it is a fair and objective assessment of my performance.

___________________________________________  _________________
Intern’s Signature            Date

Intern please note: If you disagree, you are encouraged to attach an explanation of your view regarding any aspect of the evaluation that you dispute.
# FINAL EVALUATION OF INTERN

Intern’s name ________________________________________________________________

Supervisor’s name ____________________________________________________________

Organization_________________________________________________________________

Brief description of intern’s activities_______________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Please check the appropriate column for each item below:

<table>
<thead>
<tr>
<th>Personal Qualities</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Ability to adapt to a variety of tasks</td>
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<tr>
<td>Decision-making, judgments, prioritizing</td>
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<td>Persistence to complete tasks</td>
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<td>Reliability and dependability</td>
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<td>Enthusiasm and initiative</td>
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<tr>
<td>Attention to accuracy and detail</td>
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<td>Willingness to ask for and use guidance</td>
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<tr>
<td>Ability to cope in stressful situations</td>
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<table>
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<tr>
<th>Professional abilities</th>
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<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>N/A</th>
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<tr>
<td>Ability to analyze and synthesize information effectively</td>
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<tr>
<td>Ability to organize, classify, and deliver information effectively</td>
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<tr>
<td>Ability to work cooperatively with others</td>
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<td>Ability to work under stress</td>
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<td>Ability to manage time effectively</td>
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<td>Ability to develop creative solutions and solve problems</td>
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<tr>
<td>Demonstrates interest in issues, policies and organizations related to the field</td>
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</table>
How effective was the intern in meeting the needs of your organization?

In what areas did the intern show the most growth?

Recommendations for future professional development:

Additional comments:

Signature of supervisor___________________________________________ Date__________

Please return completed evaluations to:

Louise Ackerman, MPH, CHES
College of Charleston
Department of Health and Human Performance
24 George St.
Charleston, SC 29401
INTERN’S CONFIDENTIAL EVALUATION
OF FIELD EXPERIENCE

Intern Name ________________________________________________________________
Agency____________________________________ Site Supervisor ________________________

Directions: Using the scale below, circle the number that best describes your perceptions of the internship experience.

5 = Strongly Agree; 4 = Agree; 3 = Undecided; 2 = Disagree; 1 = Strongly Disagree

About the Agency

1. The orientation to the agency was appropriate. 5 4 3 2 1
2. The physical resources (space, materials, equipment) to complete assignments were adequate. 5 4 3 2 1
3. Support from other staff was available. 5 4 3 2 1
4. The psychological/emotional environment was appropriate. 5 4 3 2 1
5. The staff conducted themselves in a professional manner. 5 4 3 2 1
6. Staff satisfaction appeared high. 5 4 3 2 1
7. Employees worked well together 5 4 3 2 1
8. Networking opportunities were available. 5 4 3 2 1
9. The agency was an appropriate placement for a Public Health intern. 5 4 3 2 1
10. I was able to apply my PH education, knowledge, and skills. 5 4 3 2 1
11. The work I participated in helped me grow as a PH professional 5 4 3 2 1
### About the Site Supervisor

1. The site supervisor served as a mentor and a role model  
   - 5 4 3 2 1
2. The site supervisor provided me with meaningful assignments.  
   - 5 4 3 2 1
3. The site supervisor met with me regularly  
   - 5 4 3 2 1
4. The site supervisor was available for questions and clarifications.  
   - 5 4 3 2 1
5. The site supervisor gave adequate feedback on projects and assignments  
   - 5 4 3 2 1
6. The site supervisor was open to my input and new ideas.  
   - 5 4 3 2 1
7. The site supervisor treated me in a professional manner.  
   - 5 4 3 2 1
8. The site supervisor demonstrated competency in his/her job  
   - 5 4 3 2 1
9. The site supervisor was positive and encouraging.  
   - 5 4 3 2 1
10. The site supervisor encouraged participation in agency meetings  
    - 5 4 3 2 1

### About the Overall Experience

1. The internship was a worthwhile experience  
   - 5 4 3 2 1
2. Working in this agency helped me better understand the field of PH  
   - 5 4 3 2 1
3. The internship helped me clarify my career goals  
   - 5 4 3 2 1

### What, if any, changes do you suggest we make to improve the PH internship program?
Agency Evaluation of the College of Charleston’s
Public Health Internship Program

Directions: this form is to be completed by the intern’s site supervisor or person who worked most closely with the intern. When answering the questions, please provide as much detail as possible. Upon completion, email this evaluation form to louise.ackerman@gmail.com.

Intern’s Name ___________________________________________________

Name of Agency ________________________________________________

1. Was your intern adequately prepared for this/her internship responsibilities?

2. Did your intern approach the experience with well-considered, realistic objectives?

3. Do you believe you were sufficiently informed about program procedures and expectations?

4. Did you have adequate access to the faculty coordinator?
5. What recommendations do you have for improving the quality of the PH internship program?

6. Would you be willing to accept student interns in the future?

Your name: ___________________________________  Date: ________________________

Thank you for helping us improve our internship program.

Louise Ackerman, MPH, CHES
College of Charleston
Department of Health and Human Performance
24 George St.
Charleston, SC 29401
203.858.5697
FAQs

How many credits is the internship worth?
Students can opt to take HEAL 403 for either 6 credits or 3 credits.

How many hours are required at the internship site or in site-related activities?
- Interns earning 6 credits must complete an average of 15 hours per week for the length of one semester (excluding transportation to and from the site): Total minimum hours in the field = 210 hours.
- Interns earning 3 credits must complete an average of 7.5 hours per week for the length of one semester (excluding transportation to and from the site): Total minimum hours in the field = 105 hours.

Can I change the number of credits for my internship after I’ve registered?
No. Deciding if you are going to do a 6-credit internship or a 3-credit internship must happen prior to beginning the site-selection process. As part of the interview process, you should discuss the number of hours you will be committing to. Both parties should leave that meeting with a clear understanding of the number of hours the student will be interning.

Different sites have different needs (15 hours or 7.5 hours per week), and they make their plans accordingly. It’s important for the integrity of the program and future interns that sites are able to depend on you to do what you’ve agreed to do.

What factors should be considered when deciding between a 6-credit and a 3-credit internship?
Students are encouraged to consider the number of credits they need for graduation, what they hope to get out of their internship (see Appendix B, Considerations for Choosing an Internship Site), how much time they can devote to their internship in light of other commitments, and the needs and expectations of their preferred field site. You should also keep in mind that a rigorous internship is likely to carry more weight with potential employers than an internship that provides fewer opportunities to develop your skills, knowledge, and expertise.

How does an internship differ from volunteer work?
As compared to a volunteer assignment, an internship requires that:
- Agency staff time is allotted for training and supervision.
- One individual—a site supervisor—is assigned to work directly with the intern.
- Specific assignments are developed to meet agency objectives and the intern’s learning requirements.
- Assignments are designed to be completed within the semester time frame.
- The intern’s performance is monitored and formally evaluated.
- The intern possesses specific knowledge and skills particular to the position assigned.
- The intern receives academic credit.
- Learning opportunities and assignments are designed to assist in the transition from student to professional.
Can I receive payment for my internship?
No. Students can not receive college credit for a paid internship.

Can I use my current place of employment for my internship?
Technically, it’s possible to complete your internship where you work, but the department discourages it. For more information, see Procedures & Policies: Using Your Place of Employment for Internship.

Who is responsible for giving me a grade for the course: the faculty coordinator or the site supervisor?
Although the faculty coordinator is responsible for assigning a grade for the course, the performance evaluation from your site supervisor is an important factor in determining your grade. See HEAL 403 Syllabus on OAKS for details about the grading criterion.

Can I do my internship over the summer?
It is possible to complete your internship over the summer, but you must obtain department permission to do so. Opportunities may be limited by the availability of Public Health professors able to assume the role of faculty supervisor.

Can I do my internship in a different city, state, or country?
Yes, you can do a non-local internship, but before committing, you must obtain department permission (see Procedures & Policies: Non-Local or Foreign Internship). Due to limited departmental resources a restricted number of students will be allowed to intern non-locally.

Can I pick a site that is not on the list supplied by the department?
Yes, but before you can commit to the site you must obtain approval from the department (see Procedures & Policies: Obtaining Approval for a New Site). In addition, you must also interview for a position at a site from the approved list.
## APPENDIX A

### 10 Essential Services of Public Health

<table>
<thead>
<tr>
<th>Essential Services</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Monitor health status to identify and solve community health problems</td>
<td>Enter/manage/analyze health data; gather/present secondary data; create health status reports, identify at-risk populations, develop community health profile</td>
</tr>
<tr>
<td>2. Diagnose and investigate health problems and hazards in the community</td>
<td>Perform needs assessment, conduct surveys, analyze results, investigate outbreaks, assist emergency team, study environmental hazard.</td>
</tr>
<tr>
<td>3. Inform, educate, and empower people about health issues</td>
<td>Plan/deliver health education, health promotion, social marketing campaign, media advocacy, health events/fairs;</td>
</tr>
<tr>
<td>4. Mobilize community partnerships and actions to identify and solve health problems</td>
<td>Convene/facilitate community groups, build coalitions, develop public-private partnerships, organize/plan mtgs, conferences, etc.</td>
</tr>
<tr>
<td>5. Develop policies and plans to support individual and community health efforts</td>
<td>Coordinate with legislative and political reps, attend policy mtgs, plan/develop programs, advocate for rules/regs to improve health</td>
</tr>
<tr>
<td>6. Enforce laws and regulations that protect health and ensure safety</td>
<td>Assist with sanitation &amp; environmental inspections, monitor health service outcomes, update codes and regs</td>
</tr>
<tr>
<td>7. Link people to needed health services and assure the provision of health care</td>
<td>Assist/manage facility, identify/coordinate community resources, create culturally and linguistically appropriate materials, provide transportation services, provide technical assistance</td>
</tr>
<tr>
<td>8. Assure competent public and personal health care workforce</td>
<td>Seek/write funding grants, create training materials, train/assess health care workers, plan/evaluate emergency response</td>
</tr>
<tr>
<td>9. Evaluate effectiveness, accessibility, and quality of health services</td>
<td>Monitor/evaluate health programs</td>
</tr>
<tr>
<td>10. Research for new insights and innovative solutions to health problems</td>
<td>Seek/write/review research grants, conduct literature review, conduct qualitative research, develop survey tools, develop best-practices</td>
</tr>
</tbody>
</table>
Considerations for Choosing an Internship Site

It’s important to think of your internship as more than just another graduation requirement. A worthwhile field experience helps to focus your career goals, provides hands-on experience, builds skills, offers networking opportunities, and may be the single, most influential factor in getting your first job after college. For those reasons, where you intern merits serious consideration.

While an internship is not likely to meet all your “requirements,” it should satisfy those that you prioritize. The following guidelines can help you evaluate what’s important to you and whether an internship is likely to meet your needs.

Practical considerations: Do the basics work for you?
- Where is the internship located (commuting cost, distance, transportation, parking availability, safety concerns, travel to multiple sites, etc.)?
- Does the internship meet the requirements for HEAL 403 (15 hrs or 7.5 hrs per week for the duration of the semester; meet the course learning objectives; offer PH experience [see Appendix A, 10 Essential Services of Public Health])?
- Can the internship schedule accommodate your other commitments?

“Fit” considerations: What do you want to get out of the experience?
- Are you interested in the population served by the organization?
- Are you interested in the health concerns addressed by the agency?
- Are you interested in the projects you’ll be working on?
- Does the internship broaden your PH experience in a way that serves your career goals (e.g. exposure to a new population of interest, new skills acquisition, experience in PH area of interest [research, program planning, evaluation, health promotion, policy advocacy, etc.] )
- Does the internship represent the type of setting in which you’d like to be employed (government agency, private company, nonprofit, school, small or large organization, etc.)
- Will you primarily work behind the scenes or directly with clients/community members?
- What skills and experience do you have that you can contribute to the organization?
- What new skills will you be able to develop?
- What type of professional development opportunities will be available (conferences, mentoring, trainings, etc.)
- What type of networking opportunities will be available?
- Does the work environment provide the resources needed to accomplish the assigned tasks and enable you to succeed?
- Will you be able to receive a letter or recommendation from your supervisor?
- Might this lead to a full-time position after graduation?
APPENDIX C

Interviewing For Your Internship

The purpose of the Internship interview is to give you an opportunity to learn more about the organization, their expectations for interns, details about intern responsibilities, how interns fit into the larger organization, etc. It’s also their opportunity to assess your “fit” with their organization--strengths, interests, skills, knowledge, experience, etc. (Keep in mind that if a site decides you’re not right for them, DO NOT TAKE IT PERSONALLY! It’s likely that one or more of those attributes does not mesh with their needs at this time.)

Interviewing is a skill that can be improved. A quick Web search will lead you to a number of sites that offer hints, tips, and strategies for interviewing. Following are a few suggestions that are particularly relevant to internships.

Before the interview

- Research the organization to learn as much as you can about it. This will enable you to demonstrate your “fit” by connecting your knowledge, skills, and experience to the site’s mission, goals, and objectives. Knowing about the organization will also allow you to talk about specific projects, programs, and activities that you’d like to become involved in.
- Practice answering questions you might be asked (see below for examples). There is nothing like practice to improve your delivery and self-confidence.
- Prepare questions that will help you evaluate if the site is right for you (see below for examples)

At the interview

- Arrive on time.
- Dress professionally.
- Bring extra copies of your resume (in case your interview includes more than one person).
- Maintain eye contact.
- Address the interviewer formally: Dr., Mr., Ms., etc.
- If you don’t understand a question, ask for clarification.
- Aim for a confident, yet relaxed demeanor.
- Be yourself.

Questions you might be asked

- Tell me about yourself.
- Why are you interested in this internship?
- What are your career goals?
- What are your strengths and weaknesses? (Prepare to discuss three strengths and one weakness)
- What do you hope to get out of this experience?
Questions you might want to ask
In addition to basic questions about the position such as schedule, target population, specific programs or tasks, dress code, etc. you can use the interview to verify key points and gain insights into the organization. Examples include:

- A requirement of my internship is that I work an average of 15 hours per week (or 7.5 hours). Is that a problem?
- What will a typical day look like?
- What qualities or characteristics are you looking for in an intern?
- What’s the best part about working here?
- What aspects of the agency would you like to see improve? (A great opening for you to share skills and experience that you can bring to that challenge)
- How would you describe your management style? Or how do you prefer to work with interns?
- Will there be networking opportunities?
- Will I have opportunities to attend meetings/conferences within and outside of the program or agency?
- When will you be making your decision?

After the interview
- Within 24 hours of the interview, follow up with an email thanking the interviewer for his/her time. If you’re really interested, don’t be afraid to also communicate that. Enthusiasm for the position is a plus.
- Always reply to calls/emails right away. If you don’t have an answer to a question, let them know when you’ll get back to them with the answer. Being prompt and proactive will never work against you.
Getting the Most Out of Your Internship

1. **Set personal goals.** While some internships offer a structured experience, others do not. It’s important for you to spend time before you start thinking about what you want to accomplish. Examples include gaining insights into a population you may want to work with in the future (children, elderly, etc.), learning new skills (research, program planning, evaluation, etc.), or building your network.

   *Make sure your goals are realistic and attainable. Setting unrealistic goals can make even a good field experience seem bad.*

2. **Schedule regular meetings with your supervisor.** You may have a supervisor who never schedules meetings or travels quite a bit. If that’s the case *you have to take the initiative* to set up regular sessions where you can share experiences and lessons learned—both good and bad—as well as give progress reports.

   *While you want to keep your supervisor informed of your accomplishments, remember to also be a good listener and learn as much as you can during these meetings.*

3. **Tackle all tasks with enthusiasm and a positive attitude.** In just about every organization, the new person is going to have to “pay his/her dues.” You will undoubtedly be given some “grunt work” to do, such as making photocopies, but the key is to complete all your work assignments with the same level of enthusiasm and professionalism.

   *You might consider working extra hours to showcase your work ethic.*

4. **Avoid negativity.** The quickest way to kill a good internship is by being negative. Avoid complaining, being rude, disrespecting coworkers, arriving late, leaving early, being closed-minded, missing deadlines, appearing arrogant, wearing improper attire, acting unprofessionally, appearing inflexible, and taking part in office politics.

   *A common mistake among interns and new hires is treating secretaries and clerks as being beneath them. Big mistake! Avoid that behavior at all costs.*

5. **Never turn down a chance to learn more about the site.** Take every opportunity presented to attend organization or industry meetings, conferences, and events; participate in training workshops; and read all organization materials.

   *Even boring meetings offer the opportunity to increase your knowledge, network, and build relationships.*

6. **Get as much exposure as possible.** Some of the best internships rotate you among departments and supervisors, but if yours doesn't, don't let that stop you from tackling new tasks, meeting people outside your department, and attending company social events. The more you are exposed to new ideas and new people, the more you'll learn.
Joining the company softball team (or other informal group) is a great opportunity to meet new people in a relaxed and informal environment.

7. **Don't be afraid to ask questions.** An internship is a learning experience. While the employer expects to get a certain level of work from you, you are not expected to know everything. Seek advice and raise questions whenever you encounter something that is not familiar to you. Be open-minded about new ideas and procedures.

   *Smart people know that there really is no such thing as a dumb question, so ask before doing.*

8. **Take initiative.** Employers love interns who dive into tackling tough problems and who think “outside the box” in finding solutions. Just make sure you work with your supervisor(s) so you don't overstep your authority—and make sure you share successes with your team.

   *There is a fine line between taking initiative and being perceived as a "know-it-all," and for students especially, it is best to err on the side of caution.*

9. **Find a mentor.** A mentor is someone at a higher level in the organization that looks out for you and makes sure you are learning what you need to know and accomplishing what you need to do. A mentor can also shield you from office politics and be a good sounding board for you to discuss ideas, ask questions, etc.

   *Your supervisor could be your mentor, but it could also be another person in the organization.*

10. **Network, network, network.** One of the key tools of job-hunting is utilizing your network to find your next career step. Build professional relationships with your supervisor and other managers in the organization. These people are also a good source for getting job-hunting advice and tips from their years of experience.

   *Even if you have a bad internship experience, never burn your bridges. You never know when it could come back to hurt you. Always leave on good terms.*

11. **Leave with tangible accomplishments.** One of your goals should be to leave the internship with tangible results—both for your resume and your career portfolio (e.g., developed a brochure, computerized an inventory system, organized a conference, met with clients, etc.)

   *Keeping a journal may help you remember all the things you accomplished.*

12. **Enjoy yourself.** Most internships are great experiences, so make sure you have some fun while you're working and learning. Don't be so uptight that you’re perceived as something you’re not.

   *Just make sure you don't overdo the fun—and avoid office romances.*

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*Adapted from Randall S. Hansen, Ph.D., “Making the Most of Your Internship(s)” [http://www.quintcareers.com/internship_success.html](http://www.quintcareers.com/internship_success.html)*
To ensure a smooth transition into the work setting we recommend that the agency provide an organized orientation. As an intern, use this list to make sure you have an appropriate understanding of the agency and their expectations for you. If your agency does not provide a formal orientation, ask questions that will provide you with the information suggested below.

1. Welcome interns into the organization and provide them with basic information such as vision, mission, philosophy, goals, brief background, and anything else you deem fundamental to understanding the operation.

2. If the organization has a Handbook for new employees, provide the intern with a copy. Even though he/she may not be a paid employee, the experience should be similar to that of someone who the organization hires.

3. Provide a tour of the office space and introduce the intern to key employees.

4. Ensure that they are familiar with any equipment they will be expected to operate (e.g., computers, copy machines, etc.)

5. Clarify the organizational structure so the intern knows who is responsible for oversight of specific projects and how departments work together to achieve agency goals.

6. Explain policies regarding personal conduct, security, confidentiality safety, email and internet use, cell-phone use, emergency procedures, legal responsibilities, etc.

7. Explain administrative procedures regarding, tracking hours, building access, office/desk/work station, mail & shipping, purchase requests, expense reports, office supplies, etc.

Adapted from Making Internships Work: A Toolkit for Public Health Employers 2012 Cyndi Billian Stern & Kathleen Schultz 8 www.CPHA.info/mentoring with Ifoema Nwankwo