PUBLIC HEALTH

INTERNSHIP MANUAL

HEAL 403/PBHL 495
# TABLE OF CONTENTS

## OVERVIEW
- Program Description 3
- Program Objectives 4

## ELIGIBILITY REQUIREMENTS
- Student Eligibility 5
- Site Eligibility 5

## ROLES & RESPONSIBILITIES
- Student Intern 6
- Faculty Coordinator 7
- Site Supervisor 8

## POLICIES & PROCEDURES
- Securing a Field Placement 9
- Approval of a New Site 9
- Using Your Place of Employment for Your Internship 10
- Non-Local or Foreigh Internship 10
- Resolving Field Site Grievances 11
- Intern Conduct 12
- Termination By the Site 13
- Non-Discrimination 14
- Sexual & Other Unlawful Harassment 15

## FAQS

## APPENDICES
- Appendix A: 10 Essential Services of Public Health 17
- Appendix B: Considerations For Choosing an Internship 19
- Appendix C: Securing Your Internship: Step by Step Guilde 20
- Appendix D: Interviewing For Your Internship 21
- Appendix E: Getting the Most Out of Your Internship 23
- Appendix F: Site Orientation Guidelines 25
PROGRAM DESCRIPTION

The College of Charleston's Public Health Internship serves as a culminating experience for students earning a bachelor’s 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 site, hone practice skills, and identify areas for professional improvement.

The program is comprised of two components: field experience, which requires participation in site activities; and coursework, which focuses on problem-solving, experience sharing, and professional development.

BS PH students may opt for one of the following options to fulfill their graduation requirement:

- A **6-credit internship offered Fall and Spring semesters only**, requiring a total of **210 hours** in the field per semester (the equivalent of 15 hours per week)
- A **3-credit internship offered Extended Summer Session only**, requiring a total of **120 hours** in the field per session (the equivalent of 20 hours per week).

BA PH students must take a **3-credit internship**, offered during Fall, Spring, or Extended Summer, requiring a total of 120 hours (the equivalent of 8 hours per week in Fall and Spring; 20 hours per week during Extended Summer session).
PROGRAM OBJECTIVES

The PH Internship 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 the required number of hours at an approved internship site as well as complete assignments and coursework as outlined in the course syllabus.
ELIGIBILITY REQUIREMENTS

Student Eligibility

<table>
<thead>
<tr>
<th>To enroll in <strong>HEAL 403</strong>, BS PH students must have:</th>
<th>To enroll in <strong>PBHL 495</strong>, BA PH students must have:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Declared Public Health as their major</td>
<td>✓ Declared Public Health as their major</td>
</tr>
<tr>
<td>✓ Attained senior-level status</td>
<td>✓ Attained junior- or senior-level status</td>
</tr>
<tr>
<td>✓ Taken and passed HEAL 325L</td>
<td>✓ Have a PH GPA of 2.5 or better</td>
</tr>
</tbody>
</table>

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 (see page 4).
- 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 program goals and objectives.
- The agency can guarantee the number of site-related hours required by the student’s major (see page 3).
- 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.
The semester prior to taking the internship course, students must secure their internship site through the process outlined in Policies & Procedures: Securing a Field Placement.

During the internship semester, the intern’s primary responsibilities are to carry out tasks and projects assigned by the site supervisor and the faculty coordinator. Specific responsibilities include, but are not limited to:

**Site Component**
- Completing the Internship Learning Agreement in conjunction with the site supervisor.
- Managing, tracking & submitting hours.
- Working the required number of hours in site-related activities:
  - 6-credit interns: **210 hours**
  - 3-credit interns: **120 hours**
- Reviewing the midterm and final evaluation with the site supervisor.

**Coursework Component**
- Attending meetings with the faculty supervisor as scheduled.
- Completing course assignments as detailed in the syllabus.
- Actively participating in the online class by interacting, supporting, and answering peer questions.
FACULTY COORDINATOR

The Faculty Coordinator is responsible for managing most aspects of the Internship course & program 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 Internship 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 as needed.
› Planning, conducting, and evaluating online 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 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 the intern is responsible (see Appendix F: 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, and discussing them with the intern.
- Overseeing the Activity Log (provided by intern), and electronically submitting the hours weekly according to the schedule provided.
- 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.
SECURING A FIELD SITE

Obtaining an internship is a highly competitive process that requires you to be proactive. To maximize your opportunities you must take charge of the process by responding in a timely manner to communications from the faculty coordinator, following the schedule provided, and initiating contact with sites as instructed.

The process is detailed in Appendix C, but briefly it involves the following:

This process begins the semester prior to the internship: Spring-semester interns begin the process in late Sept/early Oct; Fall and Summer interns begin the process in late Jan/early Feb.

1. The Internship coordinator sends an email asking eligible students their plans to meet the graduate requirement.
2. Students assess program-approved site options, or select a site of their choosing (See below: Obtaining Approval for a New Site)
3. Students interview with sites and manage the interview process until an offer is made and accepted.
4. Students enroll in HEAL 403/PBHL 495 via Individual Enrollment.

APPROVAL OF A NEW SITE

You may do your internship at a site that is not on the approved list. But before you can commit, the site must be approved by the department. It is your responsibility to initiate the following approval process:

1. Inform the faculty coordinator of your plans. (You may be interested in a site that has been removed from the approved list either by their choice or the PH Dept.)
2. Set up a meeting at the site to see if
   - the site is willing to host an intern
   - it meets the department’s eligibility requirements (see Site Eligibility Requirements).
   - they can offer a suitable PH experience for you (see Appendix B: Considerations for Choosing an Internship Site).
3. Provide the following information to the faculty coordinator in an email with the subject line: New Site Approval Request:
   - Your name, phone number, email address
   - Name & address of agency/org
   - Name & 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 Essential Services of PH (see Appendix A). Explain which activities meet which Essential Service of PH.
4. Once that information has been submitted, the faculty coordinator will call the contact provided. You will then be informed if the site has been approved.
USING PLACE OF EMPLOYMENT

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 at a new setting.

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 submit a request to the faculty coordinator documenting that:

- The site meets the eligibility criteria (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 supervisor differs from your employment supervisor.
- Evaluations of your internship will be separate from employment evaluations.
- Your employment supervisor approves the arrangement.

While interning at your workplace may be convenient, it can lead to role confusion by others and to employment-related interruptions, both of which may negatively impact your internship.

NON-LOCAL OR FOREIGN SITE

It is possible to do an internship in an area other than Charleston. 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 (phone & email) for the 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, at least one of which must comply with the 10 Essential Services of Public Health (see Appendix A).
- Your agreement to meet the online course requirements as outlined in the syllabus.
RESOLVING GRIEVANCES

Occasionally conflicts arise between intern and 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, 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 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. At the meeting your concerns should be articulated in a calm, professional manner. In most cases, this discussion will resolve the issue. If 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 unsatisfactory 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 determine the next steps, which could involve seeking another site, or assigning an alternative experience to meet course objectives.

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. Treat your internship as 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.
- Notify your supervisor if you are going to be sick or late (but don’t be sick or late often! It will be noticed). Absences do not absolve you from your responsibilities.
- Complete all duties assigned on time and to an acceptable standard. If you are unable to meet a deadline for any reason, notify your supervisor immediately.
- Dress professionally.
- Display a respectful and positive attitude toward your supervisor and co-workers.
- Do not make personal calls, text, email, do personal business, browse the internet, etc. during internship hours.
- 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 and/or organization information.
- Observe all safety rules and avoid unsafe work practices.
- Do not interfere with the agency’s ability to achieve the purposes of its program.

Ignorance is no excuse for unprofessional behavior. If you are unclear about your site’s code of conduct or intern expectations seek clarification from your supervisor. For more information on the College of Charleston’s Code of Conduct see The Student Handbook.

Failure to conduct yourself in a professional and ethical manner may result in punitive action from your site and/or the College. Repeated failure to comply with site standards may result in removal from the site and course failure.
TERMINATION BY SITE

While it is highly unlikely that a student will be dismissed from their 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 belonging to the site, a colleague, or a client.
- Theft of property of site, colleague, or client.
- Unauthorized use of site 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 site 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://legalaffairs.cofc.edu/images/NonDiscrimination.pdf).
- Repetition of conduct that resulted in a prior suspension or written warning.
NON-DISCRIMINATION

The College of Charleston prohibits discrimination on the basis of gender, sexual orientation, gender identity or expression, age, race, color, religion, national origin, veterans’ status, genetic information, or disability. An employer (agency/organization) 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. In addition, retaliation against any person arising from the good faith reporting of a suspected violation of the College of Charleston policy on the Prohibition of Discrimination and Harassment, including Sexual Harassment and Abuse, or for participating in an investigation of discrimination under this policy, is strictly prohibited.
POLICIES  |  PROCEDURES

SEXUAL & OTHER UNLAWFUL HARRASSMENT

The College of Charleston 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:

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

Sexual/gender harassment includes in-person acts and/or behavior via computer, telephone or other electronic medium, including text messages, emails, social media and other forms of electronic communication. 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 innuendos, 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.
- Questions about sexual behavior or preference; and
- Acts of physical aggression, intimidation, hostility, or threats; stalking, sexual assault, relationship/dating violence, and domestic violence.
FAQS

FREQUENTLY ASKED QUESTIONS

Q: How many credits is the internship worth?
A: Fall and spring HEAL 403 interns earn 6 credits; PBHL 495 fall and spring interns earn 3 credits; All Students (HEAL and PBHL) enrolled in any summer session earn 3 credits.

Q: How many hours are required at the internship site or in site-related activities?
A: Interns earning 6 credits must complete 210 hours, which is the equivalent of about 15 hours per week for the length of one semester (excluding transportation to and from the site). Interns earning 3 credits must complete 120 hours, which is the equivalent of about 8 hours per week for fall and spring semesters, and 20 hours per week for extended summer session.

Q: How does an internship differ from volunteer work?
A: As compared to volunteering, 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.

Q: Can I receive payment for my internship?
A: Yes. Students can receive payment while earning college credit for their internship.

Q: Can I use my current place of employment for my internship?
A: It’s possible to complete your internship where you work, but the department discourages it. For more information, see Policies & Procedures: Using Place of Employment.
FAQS (CON’T.)

Q: Who is responsible for giving me a grade for the course: the faculty coordinator or the site supervisor?
A: Monitoring, evaluating, and grading is the shared responsibility of your site supervisor and the faculty coordinator. About half of your grade is based on your site performance and half is based on your coursework assignments. Further details are explained in the course syllabus.

Q: How is the coursework component delivered?
A: The coursework component is delivered online. There are no class meetings, but you should anticipate spending up to 2–3 hours per week on coursework assignments.

Q: Can I do my internship over the summer?
A: It is possible to complete a 3-credit internship over the summer, but opportunities may be limited by the availability of sites and the availability of PH faculty to serve as your faculty supervisor.

Q: Can I do my internship in a different city, state, or country?
A: Yes, you can do a non-local internship, but before committing, you must obtain department permission (see Policies & Procedures: Non-Local or Foreign Internship). These opportunities may be limited by the availability of PH faculty to serve as the faculty supervisor.

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

<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 when otherwise unavailable</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>
APPENDIX B

CONSIDERATIONS FOR CHOOSING A SITE

Your internship is 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; does it fit into your schedule?
- 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 your major (hours requirement; 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, 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)?
- Will you primarily work behind the scenes or directly with clients/community?
- 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?
SECURING YOUR INTERNSHIP

Step-By-Step Guide

1. HEHP provides the faculty coordinator with a list of students who meet the eligibility requirements for enrollment (See Eligibility Requirements: Student Eligibility).

2. The faculty coordinator emails all students on the eligibility list to ascertain their plans for fulfilling the graduation requirement for a culminating experience. Choices include:
   - Internship (HEAL 403 or PBHL 495)
   - Independent Study (HEAL 401 or PBHL 405)
   - Research Design & Analysis (HEAL 470)

3. If you respond that you plan to do an Internship (HEAL 403/PBHL 495) in the upcoming semester you are then emailed instructions for completing the site-selection process. That communication includes a list of local agencies and organizations that meet the department’s criteria for site eligibility, along with a schedule to complete the process.

4. Using the list as a starting point, you’re expected to research sites of potential interest (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 Site.)

5. PBHL students skip to STEP 11. In general PBHL interns are expected to find their own internships unless there are so few that those students can be folded into the HEAL internship site-selection process (see items 6-10). The internship coordinator will be available to answer questions.

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

7. By a scheduled date, you will receive an email from the faculty coordinator providing you with 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.

8. It is your responsibility to set up interviews with both sites (see Appendix D, 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.

9. Sites are requested to inform students of their decision by the scheduled date; you’re required to inform the faculty coordinator and both sites of your decision.

10. The process concludes with the submission of your Individual Enrollment form to the faculty coordinator.
APPENDIX D

INTERVIEWING FOR YOUR INTERNSHIP

The purpose of the interview is to give you an opportunity to learn more about the organization, their expectations for interns, details about intern responsibilities, and how interns fit into the larger organization. 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. The CoFC Career Center is also a resource for improving this skill. Following are a few suggestions that are particularly relevant to internships.

Before the Interview

- Send your resume.
- 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 also allows 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).
- 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.
APPENDIX D

INTERVIEWING (CON’T.)

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

› A requirement of my internship is that I work an average of X hours per week. 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? (Depending on the response that may be 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 their 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

Following are some tips and strategies to ensure that you have a worthwhile and productive internship experience:

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.

2. **Schedule regular meetings with your supervisor.** Interns should meet with their supervisor no less than once a week. Other options include a “quick check-in” meeting first thing in the morning to establish priorities for the day, or a brief wrap-up at the end of the day to determine next steps. Established meeting times allow interns to receive the guidance they need without subjecting the supervisor to frequent interruptions.

3. **Tackle all tasks with enthusiasm and a positive attitude.** In just about every organization, the new person is going to have to “pay their 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.

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.

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.

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.

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.
GETTING THE MOST OUT OF YOUR INTERNSHIP (CON’T)

8. Take initiative. Employers love interns who dive into tackling 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.

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.

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.). Use your Activity Log to help you remember what you accomplished before you update your job search resume.

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 stay away from office romances.

Adapted from Randall S. Hansen, Ph.D., “Making the Most of Your Internship(s)” http://www.quintcareers.com/internship_success.html
SITE ORIENTATION GUIDELINES

To ensure a smooth transition into the work setting we recommend that the agency provide an organized orientation that includes the items listed below. 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.

› In welcoming you to the organization, were you provided with basic information such as a vision, mission, philosophy, goals, brief background, and anything else you deem fundamental to understanding the operation?

› If the organization has a Handbook for new employees, ask for a copy. Even though you may not be a paid employee, your experience should be similar to that of someone who the organization hires.

› Were you given a tour of the office space and introduced to key employees?

› Are you familiar with all equipment you will be expected to operate (computers, printers, copy machines, etc.).

› Are you able to get technical training specific to your organization that you’ll be expected to utilize (software, applications, social media, etc.)?

› Do you know the organizational structure—particularly who is responsible for oversight of specific projects and how departments work together to achieve agency goals?

› Have you been educated on policies regarding personal conduct, security, confidentiality safety, email and internet use, cell-phone use, emergency procedures, legal responsibilities, etc.?

› Are you familiar with administrative procedures regarding tracking hours, sick days, building access, office/desk/work station, mail & shipping, purchase requests, expense reports, office supplies, etc.
Some information is adapted from the Site Supervisor Internship Handbook, College of Charleston, which can be accessed through the CofC’s Career Center Web Site.