

HEALTH EDUCATION INTERNSHIP PROGRAM

Student/Supervising Agency Manual

Health and Human Performance Department

Middle Tennessee State University
P.O. Box 96
Murfreesboro, Tennessee 37132
Office: (615) 898-2811

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This handbook is intended to provide students and internship supervising agencies information relating to the HHP Department Health Education Internship Program. None of the information contained herein shall be interpreted to create a contract. The information included is up-to-date as of the time of printing. The University reserves the right to make changes in policy, regulations, and fees, as circumstances dictate, subsequent to publication.

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HEALTH EDUCATION INTERNSHIP PROGRAM

STUDENT/SUPERVISING AGENCY MANUAL

I. Introduction and Orientation

The health education undergraduate program of the HHP (Health and Human Performance) Department at MTSU offers students the opportunity to prepare for professional careers as health professionals in schools, industry, and allied areas.

HLTH 4250 is an internship course that provides practical experience with a health education agency. This course is designed to provide you with a wide range of field experiences. As such, you will be required to fulfill the obligations outlined in this manual, as well as perform the duties required by the supervising agency to which you are assigned.

While participating in an experience of this nature, it is important to remember that you are not only representing the HHP Department and MTSU, but you are representing yourself as well. Your success depends upon the impression you create and the abilities you display during your internship.

The first days on the job will be spent in orientation. The exchange of information should be beneficial to both you and your supervisor. You will be given an introduction to the overall aspects of the agency for which you will be working. This will include such things as becoming acquainted with agency personnel, equipment and facilities, work schedules, policies and procedures of the agency, administrative procedures, etc. You, in turn, will have the opportunity to provide your supervisor with background information relative to your capabilities and desires.

One of your obligations will be to complete an Intern Weekly Report. In addition, you must submit an Internship Notebook. Discussions between you and your supervisor should be most helpful in locating the information necessary to complete your notebook. This notebook information can be used in part to develop your Internship Summary Report which will be included in the notebook.

Students are encouraged to pursue certification as a Certified Health Education Specialist. Membership in a professional organization such as the Association for the Advancement of Health Education (AAHE) is also strongly encouraged.

A. Description of Internship Program

HLTH 4250 is a 360-hour assignment in the health education field which gives you an opportunity to merge your academic knowledge with practical job experiences. It is truly a win/win situation for both the supervising agency and the student intern.

You will receive 12 semester credit hours for the successful completion of your internship. Since your grade is based on several factors, you should become thoroughly familiar with the contents of this internship manual.

Based on the judgment of your agency supervisor, **you should be assigned** a specific project for which you are responsible for planning, executing, and evaluating. Ideally, this would come toward the end of the internship period.

You are to approach your internship with the assumption that it is to be a learning experience. Your supervisor will assume the responsibility for your guidance and direction. You will be under the direct authority of your supervisor and will perform assignments as directed.

B. Internship Benefits

1. Student Intern

The internship enriches education by adding the vital component of “work experience” for the student. The experience allows students to explore and clarify professional goals, establish post-graduation job contacts, and acquire skills and experiences related to their career goals.

The student can gain practical work experience prior to completing his/her degree requirements. He/she can determine areas of strength and work to improve weak areas.

2. Supervising Agency

The supervisor has the opportunity to preview and assess the potential of the intern as a possible future employee. The internship program has the added benefit of allowing the supervisor to have a trained intern with specific skills at no cost. This ultimately results in a better trained employee if that intern is subsequently hired.

C. Health Division Faculty

Dianne A.R. Bartley, Professor

M. Jo Edwards, Professor

Cheryl Slaughter-Ellis, Professor

Rebecca Johns, Instructor

Sandra Neal, Associate Professor

Peggy O'Hara-Murdock, Professor

Andrew Owusu, Assistant Professor

Norman Weatherby, Professor

John Douglas Winborn, Associate Professor

D. Program Goals

The goals of the Health Education Internship Program are to:

1. Prepare the student for entry-level health education employment;
2. Provide practical work experience for students who plan to pursue a health education career; and
3. Provide the Middle Tennessee area, as well as the remainder of the state and nation, with students who are prepared to practice health education in areas of rapid medical, social, and economic change.

II. Eligibility Requirements

A. General Criteria

In order to participate in a Health Education Internship Program, you must be a degree-seeking student in good standing, have completed all required health classes, possess an overall minimum grade point average of 2.0, and possess a minimum grade point average of 2.5 in the health classes.

The internship work must be directly related to the health education field of study. The student intern is normally not paid by the supervising agency. The intern must complete at least 360 to 400 clock hours of supervised work during the 12-week period.

B. Specific Criteria

Specific Health Education Internship Program criteria include:

1. The Internship Application must be submitted by **SEPTEMBER 15** for the following spring session, by **JANUARY 15** for the following summer session, and by **APRIL 15** for the following fall session;
2. Pre-internship orientation meetings with appropriate Health Division faculty the first two weeks of the internship semester;
3. An Intern Weekly Report documenting daily activities, hours worked, and accomplishments for that week;
4. By the last week of the internship semester or summer session, prepare and submit a paper (Internship Final Summary) to the Internship Coordinator, reporting on and critiquing your internship experience (include in Internship Notebook); and
5. Meet in class at MTSU the last week of the internship semester.

C. Application Process

1. Make an appointment to see the Internship Coordinator early in the semester prior to your planned registration for HLTH 4250.
2. The student arranges an initial meeting or interview with the potential supervising agency to determine if the prospective placement is appropriate.
3. The student completes the Internship Application (Appendix A) and submits the completed form to the Internship Coordinator. See Section II.B.1. for application submission dates. A resume and your internship objectives should accompany the application. See Appendix B for sample internship objectives.
4. The application is reviewed and assessed by Health Division faculty.
5. The student is notified in writing of acceptance into the program.
6. If accepted, the student registers for HLTH 4250.
7. The Health Division sends the potential supervising agency a letter and a copy of the student's resume and explains the internship program.
8. A final meeting (interview) is set with the agency supervisor and the intern.
9. The potential supervising agency completes the Supervising Agency Interview Report (Appendix C) and forwards the form to the Health Division.

10. A letter is sent to the student and the supervising agency confirming the agency placement for the student.
11. The student completes the Internship Agreement (Appendix D) and the Intern Waiver (Appendix E) and submits the form to the Health Division.
12. If, for some reason, the first placement choice does not work out, the student works with the Health Division to locate another supervising agency.

III. Internship Program Questions and Answers

1. *When should I apply?*

You should schedule your initial meeting with the Internship Coordinator early in the semester prior to your planned internship.

Your completed application is due SEPTEMBER 15 for the following spring session: JANUARY 15 for the following summer session; and APRIL 15 for the following fall session.

2. *Will I be required to have a physical examination?*

A health history and physical examination record should be on file with the University.

3. *Will I be paid for my work as an intern?*

No, this is an unpaid internship. You will receive 12 semester credits.

4. *May I identify my own supervising agency?*

Yes. You must contact your supervising agency. You may receive help from the Health Division.

5. *May I take additional courses while in an internship?*

The Health Division discourages taking courses along with the internship. However, you may get permission to take 3 additional credits along with the internship.

6. *What forms must I submit prior to the internship?*

- Internship Application
- Internship Agreement
- Intern Waiver

7. *What paperwork do I have to turn in at the end of the internship period?*

When you have finished the required 360 clock hours for the 12-week period, you must submit the following to the Internship Coordinator:

- All completed Intern Weekly Report forms (Appendix L), each signed by your internship agency supervisor; place in your Internship Notebook.
- Your completed Intern Evaluation of Supervising Agency and Supervisor form (Appendix J); place in your Internship Notebook.
- Answers to the Internship Notebook Questions (Appendix K); place in your Internship Notebook.
- Your Internship Final Summary (see Appendix M, Guidelines); place in your Internship Notebook.

8. *What if I have problems with my internship?*

If problems arise, “work them out” with the supervisor or other staff members of the supervising agency. Treat the supervisor as you would an employer. Try to “fit in” with the other staff members. If the problems cannot be resolved, contact the Internship Coordinator, Health Division.

IV. Roles and Responsibilities

A. Supervising Agency

1. The agency participates in an intern interview/meeting session and completes the supervising agency Interview Report (Appendix C) for submittal to the Health Division.
2. The agency provides a safe environment for the student.
3. All company policies and regulations, as well as conditions of health and safety, apply to the intern.
4. The agency provides a supervisor or mentor under which the student may work.
5. The agency accepts the student as a professional member of the staff and encourages professional growth.
6. The agency completes the Midterm Supervising Agency Evaluation of Intern form (Appendix F) and the Final Supervising Agency Evaluation of Intern form (Appendix G) and submits each form to the Health Division.
7. The agency implements Suggested Activities for Supervising Agencies (Appendix H), as appropriate.

8. During the final weeks of the internship, the agency identifies a health education project to be planned, implemented, and evaluated by the student intern; and
9. The agency notifies the Health Division of any problems or difficulties encountered during the internship period.

B. Student Intern

All policies, rights, and responsibilities pertaining to all students at MTSU apply to student interns in the Health Education Internship Program. In addition, the student intern will:

1. Complete and submit the Internship Application (Appendix A).
2. Attend the orientation meetings prior to the initiation of the internship.
3. Complete all required internship forms.
4. Abide by the rules and regulations of the supervising agency.
5. Be punctual and dependable. Dress appropriately.
6. Endeavor to establish and maintain effective professional working relationships.
7. Act in a manner commensurate with your status as a worker and as an MTSU student.
8. Handle confidential information in a professional manner.
9. Recognize that the agency supervisor is responsible for the health education material to be covered and the method of instruction.
10. Keep the Health Division informed of all problems, difficulties, or delays encountered during the internship.
11. Complete all required final evaluation materials and submit to the Health Division.
12. Submit an Internship Final Summary on your internship experience.

C. Health Division

The Health Division will:

1. Be informed of the names and placements of student interns assigned to supervising agencies.

2. Be informed of the professional qualifications of the agency supervisor to ensure proper health education support is provided to student intern.
3. Conduct pre-internship orientation meetings with the student intern and, if needed, the agency supervisor.
4. Make telephone contact with each agency supervisor during the first four weeks of the semester to confirm that the student has started the internship and provide an opportunity for the supervisor to ask any questions about the internship process.
5. Assist the student intern in the development of individual learning goals for the internship.
6. Ensure the preparation of the Midterm Supervisor Agency Evaluation of Intern form (Appendix F).
7. Make at least one visit to the supervising agency during the semester. In most cases, the visit will be made at midterm. The meeting should be a visit with both the supervisor and the student intern. At the discretion of the Health Division, separate meetings may be held with the supervisor and the student intern in addition to the joint meeting.
8. Ensure the Intern Weekly Report (Appendix L) forms are completed and received at the end of the internship.
9. Ensure all final evaluation forms are received.
10. Determine, with significant input from the agency supervisor, the final grade to be given to the student intern.

D. Middle Tennessee State University

MTSU will:

1. Provide student support services that create a student internship environment conducive to learning and practical work experience.
2. Recruit quality faculty and maintain support services to assist faculty in instruction.
3. Develop private sector support for the internship program.
4. Allocate financial and physical resources to accomplish the University mission.

V. General Policies

A. Assignment

Students majoring in Health Education must choose an off-campus facility either in a public or private setting. The student should choose the facility that best matches his/her future employment interests. The student should never select a site simply because it is easy, convenient, or demands little effort. A good internship experience can go a long way in helping the student find a post-collegiate job or select an emphasis area for graduate study.

B. Attendance

1. Student interns are required to work 360 clock hours during the duration of the internship period. This will consist of a 40-hour week for 10 weeks or a 30-hour week for 12 weeks.
2. Tardiness is not permitted. Absences are also not permitted unless preapproved, or in the case of an emergency.
3. Student interns will not be excused from any student intern responsibilities in order to work, participate in a class, or take part in University activities.

C. Absences

Student interns are expected to make up all excused and unexcused absences.

D. Outside Commitments

Work or family/personal responsibilities cannot be excuses for failing to meet the commitments of the student internship.

E. Insurance

Student interns are accorded the same protection of the laws as are accorded health educators, and they are given the same responsibilities as health educators. Student interns are strongly urged to obtain some form of professional liability insurance as a protective measure.

F. Conduct

Student interns must, at all times, conduct themselves in a manner that is consistent with the professional, ethical, and moral standards outlined by the Association for the Advancement of Health Education (AAHE). The AAHE Code of Ethics for Health Educators can be found in Appendix I.

G. Dress Code

The attire and grooming of student interns while at the supervising agency should conform to the accepted good practices at the agency.

H. Holidays and Vacations

Student interns must follow the schedule of the supervising agency to which they are assigned.

VI. Evaluation

The evaluations by your agency supervisor, your University supervisor, and the paperwork you submit will play a large part in determining your course grade. Your grade is determined by the quality of the following:

- Your signed clock hours
- Intern Weekly Report
- Internship Notebook
- The supervising agency midterm and final evaluations
- Your evaluation of your supervising agency
- Internship Final Summary

A. Supervising Agency Evaluation of Intern

Your supervisor will conduct an evaluation of your performance at the midterm point of your internship and at the completion of the internship period. Review the forms located in Appendices F and G to give you an indication of the factors important to the performance of your assignments.

B. Intern Evaluation of Supervising Agency

Your evaluation of your supervising agency is intended to be confidential communication between you and your MTSU supervisor. This will be an important aspect of your experience as you review the entire period of internship. Using the form in Appendix J, consider the following points:

1. Your opinion of the program, its methods, and its leadership.
2. What you consider to be the program's accomplishments and its shortcomings.
3. What this experience has meant to you.
4. What suggestions you have as to the overall improvement of the internship manual and your internship.

Your evaluation of your supervising agency must be submitted to the Internship Coordinator at the conclusion of the internship period.

C. Internship Notebook

One of your obligations will be to submit, at the end of your internship, a complete and up-to-date notebook with information about your supervising agency. Discussions between you and your supervisor(s) should be most helpful in assisting you with that portion of the required notebook information. See Appendix K for notebook requirements.

The notebook must be submitted to the Internship Coordinator upon the completion of the internship period. The notebook must contain the following:

- Answers to the questions contained in Appendix K
- All completed Intern Weekly Report forms (Appendix L)
- Intern Evaluation Of Supervising Agency And Supervisor form (Appendix J)
- Internship Final Summary (Appendix M)

D. Intern Weekly Report

Using the form found in Appendix L, provide information to the Health Division regarding your hours worked, daily activities, and your accomplishments for the week.

REMEMBER, YOUR AGENCY SUPERVISOR MUST SIGN-OFF ON YOUR HOURS AT THE END OF EACH WEEK!!

These weekly reports should be included in the Internship Notebook and submitted to the Internship Coordinator at the end of the internship period.

E. Internship Final Summary

Upon the completion of your internship, please prepare a paper reporting on, and critiquing your internship experience. Although you are free to design and organize your paper as your desire, be sure to incorporate the guidelines as noted in Appendix M. This summary should be included in your Internship Notebook.

VII. Appendices

The appendices begin on the following page.

This internship manual was prepared by Christina D. Endris with input from the following sources:

- MTSU HHP Department internship publications
- MTSU Social Work Program, Field Instruction Program Manual
- MTSU Student Teaching Handbook
- MTSU School of Nursing Handbook
- Chowan College HPE Department Internship
- Belmont University internship publications

Appendix A

Internship Application – HLTH 4250

DIRECTIONS: The completed application is due **SEPTEMBER 15** for the following spring session; **JANUARY 15** for the following summer session; and **APRIL 15** for the following fall session. Return the completed application, your resume, and your internship objectives to the Internship Coordinator, Health Division.

Date: _____

Name: _____

SS#: _____

Address: _____

Phone #: _____

Number of health classes completed: _____

Overall GPA: _____ HHP GPA: _____

Anticipated date of graduation: _____

List in order of preference, the three places in which you would like to take your internship. Include the name of the director, address, and phone number.

1. _____

2. _____

3. _____

PLEASE INCLUDE A COPY OF YOUR MOST RECENT RESUME AND A LIST OF INTERNSHIP OBJECTIVES WITH THIS APPLICATION

Internship Application – HLTH 4250

STUDENT INTERN EMERGENCY INFORMATION

1. Address and telephone number where you will be living during internship:

2. Parents' address and telephone number:

3. Non-parent emergency contact name and telephone number:

Appendix B

SAMPLE Internship Objectives

DIRECTIONS: Attach your own personal internship objectives to your resume and submit with the Internship Application. Use the following objectives as a guide.

1. To gain experience in the diverse aspects of Health Education.
2. To increase skills regarding health education program design, development, implementation, and evaluation.
3. To gain more experience in health education leadership.
4. To improve written and oral communication skills.
5. To assist in the assessment of individual and community needs for health education.
6. To develop a plan for coordinating health education services.
7. To act as a resource person in health education.
8. To communicate health and health education needs, concerns, and resources.
9. To effectively complete a special health education project as assigned by the supervising agency.

Appendix C

Supervising Agency Interview Report

After the interview, please return this completed form to:

Dr. Dianne Bartley
HHP Department
Middle Tennessee State University
P.O. Box 96
Murfreesboro, TN 37132

Student's Name: _____ Date: _____

An interview has been completed with the above-named student. *(Check one)*

- We will consider the student as an intern.
- We will not consider the student as an intern.

Comments: _____

Name of Interviewer: _____

Title: _____

Agency or Business Name: _____

Address: _____

Phone: _____

Appendix D

Internship Agreement

This "Letter of Agreement" (Agreement) is designed to provide the student with assurance from the Health Division faculty that they are willing to provide a professional, instructive, and organized experience for the student. This Agreement is not designed to be a legally binding document, but it does provide the Health Division with a record that the student has successfully located a supervising agency that is willing to provide a good internship experience for the student.

DIRECTIONS: The student should return this completed form to Dr. Dianne Bartley, HHP Department, MTSU, before the internship begins.

I, _____, am interested in completing an internship with your facility. I agree to abide by the rules and regulations of your company and expect to be treated like other employees in the organization. I agree to conduct myself professionally and to perform my obligations to the best of my ability. I am also appreciative of the time, effort, and assistance your organization has invested in my internship program. Date: _____

I, _____, as a representative of _____ (agency/company), am willing to provide an internship experience for the student named above. I agree to provide a professional learning experience for this student. I realize that if this student conducts herself/himself in an inappropriate manner, I may contact Dr. Dianne Bartley and/or end the internship with this student. Date: _____

The period of internship employment is to begin on _____ and will terminate on _____.

Supervising Agency Address: _____

Supervising Agency Phone: _____

Appendix E

Intern Waiver

**WAIVER BY STUDENT ENROLLED IN HLTH 4250,
HEALTH EDUCATION INTERNSHIP**

DIRECTIONS: Submit the completed form to the Internship Coordinator, Health Division.

I understand that as a student in the Health Education Internship Program conducted by the HHP Department, Health Division of Middle Tennessee State University and _____ (supervising agency), I waive any claim or cause of action against the aforementioned agency, or their respective officers, employees, or agents thereof, for any illness or personal injury, regardless of cause, which arises out of or is in any way connected with my participation in the internship program.

Student Signature

Date

MTSU Health Division Faculty Signature

Date

Appendix F

Midterm Supervising Agency Evaluation of Intern

Student Name: _____ Total Hours: _____

Supervising Agency: _____ Supervisor: _____

Please rate the student to the best of your ability to enable us to help the student profit by this experience and to assist us in arriving at an appropriate grade.

Return the completed form to:

Dr. Dianne Bartley
HHP Department
Middle Tennessee State University
P.O. Box 96
Murfreesboro, TN 37132

DIRECTIONS: *Circle* the number that best describes the student's performance.

1 = inferior

2 = below average

3 = average

4 = above average

5 = superior

6 = no opportunity to observe

1.	ADAPTABILITY: Capable of meeting new situations calmly and at ease with people of all ages.	1	2	3	4	5	6
2.	APPEARANCE: Well-groomed, neat, and appropriately dressed.	1	2	3	4	5	6
3.	COOPERATION: Works well with and adjusts to people.	1	2	3	4	5	6
4.	DEPENDABILITY: Carries work through to completion. Punctual.	1	2	3	4	5	6

5.	ENTHUSIASM: Eagerly attacks job. Keenly interested in program.	1	2	3	4	5	6
6.	INITIATIVE: Creative with good ideas. Starts job without prodding or suggestions.	1	2	3	4	5	6
7.	JUDGMENT: Can distinguish between important matters. Knows limitations, and when to ask for help.	1	2	3	4	5	6
8.	LEADERSHIP: Organizes and works in a democratic manner. Stimulates participants. Plans with group and not for himself/herself.	1	2	3	4	5	6
9.	ATTITUDE: Sincere interest in internship. Strives to improve.	1	2	3	4	5	6
10.	RESOURCEFULNESS: Has a variety of program ideas and skills. Well acquainted with resources of community. Familiar with printed resources.	1	2	3	4	5	6
11.	WRITTEN COMMUNICATION SKILLS: Written materials are appropriate for the audience, clear, concise, and correctly constructed.	1	2	3	4	5	6
12.	ORAL COMMUNICATION SKILLS: Establishes rapport, employs active listening, well-prepared, clearly focused, and brief.	1	2	3	4	5	6
13.	QUALITY OF WORK: Work is accurate and timely, employing a wide range of educational methods.	1	2	3	4	5	6

14.	TECHNICAL SKILLS: Demonstrates an understanding of the general knowledge base utilized in the health education profession.	1	2	3	4	5	6
15.	RECEPTION TO FEEDBACK: The student demonstrates an ability to listen. Suggestions are received in a courteous manner and are acted upon within a reasonable timeframe.	1	2	3	4	5	6

NARRATIVE COMMENTS

1. The student demonstrates the following strengths:

2. The student should continue to develop the following competencies:

Signature

Title

Address

Date

Phone: _____

Appendix G

Final Supervising Agency Evaluation of Intern

Student Name: _____ Total Hours: _____

Supervising Agency: _____ Supervisor: _____

Please rate the student to the best of your ability to enable us to help the student profit by this experience and to assist us in arriving at an appropriate grade.

Return the completed form to:

Dr. Dianne Bartley
HHP Department
Middle Tennessee State University
P.O. Box 96
Murfreesboro, TN 37132

DIRECTIONS: *Circle* the number that best describes the student's performance.

1 = inferior

2 = below average

3 = average

4 = above average

5 = superior

6 = no opportunity to observe

1.	ADAPTABILITY: Capable of meeting new situations calmly and at ease with people of all ages.	1	2	3	4	5	6
2.	APPEARANCE: Well-groomed, neat, and appropriately dressed.	1	2	3	4	5	6
3.	COOPERATION: Works well with, and adjusts to people.	1	2	3	4	5	6
4.	DEPENDABILITY: Carries work through to completion. Punctual.	1	2	3	4	5	6

5.	ENTHUSIASM: Eagerly attacks job. Keenly interested in program.	1	2	3	4	5	6
6.	INITIATIVE: Creative with good ideas. Starts job without prodding or suggestions.	1	2	3	4	5	6
7.	JUDGMENT: Can distinguish between important matters. Knows limitations, and when to ask for help.	1	2	3	4	5	6
8.	LEADERSHIP: Organizes and works in a democratic manner. Stimulates participants. Plans with group, and not for himself/herself.	1	2	3	4	5	6
9.	ATTITUDE: Sincere interest in internship. Strives to improve.	1	2	3	4	5	6
10.	RESOURCEFULNESS: Has a variety of program ideas and skills. Well acquainted with resources of community. Familiar with printed resources.	1	2	3	4	5	6
11.	WRITTEN COMMUNICATION SKILLS: Written materials are appropriate for the audience, clear, concise, and correctly constructed.	1	2	3	4	5	6
12.	ORAL COMMUNICATION SKILLS: Establishes rapport, employs active listening, well-prepared, clearly focused, and brief.	1	2	3	4	5	6
13.	QUALITY OF WORK: Work is accurate and timely, employing a wide range of educational methods.	1	2	3	4	5	6

14.	TECHNICAL SKILLS: Demonstrates an understanding of the general knowledge base utilized in the health education profession.	1	2	3	4	5	6
15.	RECEPTION TO FEEDBACK: The student demonstrates an ability to listen. Suggestions are received in a courteous manner and are acted upon within a reasonable timeframe.	1	2	3	4	5	6

NARRATIVE COMMENTS

1. The student demonstrates the following strengths:

2. The student should continue to develop the following competencies:

3. Discuss how the student has improved performance, where necessary, since the midterm evaluation:

Signature

Title

Address

Date

Phone: _____

Appendix H

Suggested Activities for Supervising Agencies

1. Discuss your agency policies and procedures at the beginning of the internship period.
2. Weekly meetings between the intern and his/her supervisor provide greater opportunity to learn.
3. Job rotation enhances the learning experience.
4. The assignment of a health education project will allow the student intern to gain experience with all phases of a health education program.
5. Provide informal feedback on observations on a continuous basis.
6. Help the student intern develop a variety of strategies and plans for teaching adults and for accessing community health resources.
7. Prepare formal midterm and final evaluations and submit them to the Health Division.

Appendix I

Association for the Advancement of Health Education (AAHE) AAHE Code of Ethics for Health Educators

Article I – Responsibility To The Public

Health educators' ultimate responsibility is to educate people about health in order to promote wellness and quality of life. Health educators recognize that decisions about health are made at the individual, family, peer, community, societal, and global levels. When there is a conflict of interest among individuals, groups, agencies, or institutions, health educators consider all issues and give priority to the principles of responsibility and freedom of choice.

- Section 1.* Health educators support the right of individuals to make informed decisions regarding their own health.
- Section 2.* Health educators encourage actions and social policies that support the best balance of benefits over harm for all affected parties.
- Section 3.* Health educators accurately communicate the potential benefits and consequences of services.
- Section 4.* Health educators act on conditions that can adversely affect the health of individuals and communities.
- Section 5.* Health educators are truthful about their qualifications and the limitations of their experience and provide services consistent with these qualifications and limitations.
- Section 6.* Health educators are committed to providing professional services equitably to all people.
- Section 7.* Health educators respect the rights of others to hold diverse values, attitudes, and opinions.
- Section 8.* Health educators protect individuals' privacy and dignity.

Article II – Responsibility To The Profession

Health educators are responsible for the reputation of their profession. Their professional behavior is consistent with the Code of Ethics. When appropriate, they consult with colleagues in order to promote ethical conduct.

- Section 1.* Health educators maintain their professional competence through continued study and education.
- Section 2.* Health educators treat all individuals equitably in professional actions (e.g., hiring, promotion, retention, work assignments, and admission policies) regardless of age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, socioeconomic status, or any basis prescribed by law.
- Section 3.* Health educators encourage and accept critical discourse in order to improve the profession.
- Section 4.* Health educators contribute to the development of the profession by sharing program components they have found to be effective.
- Section 5.* Health educators do not manipulate or violate others' rights in sexual, emotional, financial, or other ways.
- Section 6.* Health educators are aware of possible conflicts of interest and exercise integrity in these situations.
- Section 7.* Health educators give appropriate recognition to students and colleagues for their professional contributions.

Article III – Responsibility To Employers

Health educators recognize the boundaries of their professional competence. They provide services and programs for which they are qualified by education and experience, and they are accountable for their professional activities.

- Section 1.* Health educators accurately represent their own qualifications and the qualifications of others they recommend.
- Section 2.* Health educators use current professional standards, theory, and guidelines as criteria when accepting consultations, when delegating health education activities, and when making referrals.
- Section 3.* Health educators accurately represent potential program outcomes to employers.
- Section 4.* Health educators make known competing commitments, conflicts of interest, and endorsement of products when the quality of health education delivered could be adversely affected by these activities.
- Section 5.* Health educators openly communicate to employers when expectations or job-related assignments conflict with professional ethics.

Article IV – Responsibility In The Delivery Of Health Education

Health educators promote integrity in the delivery of health education and respect the fundamental rights, dignity, confidentiality, and worth of all people by adapting strategies and methods to the needs of different populations.

Section 1. Health educators are sensitive to the variety of cultural and social norms.

Section 2. Health educators promote the right of individuals and groups to be actively involved in all aspects of the educational process.

Section 3. Health educators use educational strategies and methods that reflect the Code of Ethics and applicable laws. If neither law nor the Code of Ethics provides guidance in resolving an issue, health educators consider other professional standards as well as their own personal standards of ethical behavior, and consult other health educators.

Section 4. Health educators implement strategies and methods that enable individuals to adopt healthy lifestyles through choice rather than by coercion.

Section 5. Health educators conduct regular evaluations of program effectiveness.

Section 6. Health educators provide educational interventions that are grounded in a theoretical framework and supported by empirical evidence.

Article V – Responsibility In Research And Evaluation

Health educators contribute to the health of the population and to the profession through research and evaluation activities. When planning and conducting research or evaluation, health educators do so in accordance with federal and state laws and regulations, organizational and institutional policies, and professional standards.

Section 1. Health educators conduct research in accordance with recognized scientific and ethical standards.

Section 2. Health educators ensure that the consent of participants in research is voluntary and informed.

Section 3. Health educators implement standards to protect the rights, health, safety, and welfare of human research participants.

- Section 4.* Health educators maintain confidentiality and protect the privacy of research participants in accordance with law and professional standards.
- Section 5.* Health educators take credit, including authorship, only for work they have actually performed and give credit to the contributions of others.
- Section 6.* Health educators who serve as research or evaluation consultants discuss their results only with those to whom they are providing service, unless maintaining such confidentiality would jeopardize the health or safety of others.
- Section 7.* Health educators report the results of their research and evaluation accurately and in a timely fashion.

Appendix J

Intern Evaluation of Supervising Agency and Supervisor

DIRECTIONS: Please rate the supervising agency and/or your site supervisor. Return the completed form to the Internship Coordinator, Health Division, at the completion of your internship period. Include the evaluation in your Internship Notebook.

Supervising Agency: _____

Supervisor: _____

Circle the number that best describes your internship experience.

- 1 = failed to meet your expectations
- 2 = somewhat below your expectations
- 3 = met your expectations
- 4 = somewhat above your expectations
- 5 = well above your expectations
- 6 = not applicable

1.	Interest in you as a student	1	2	3	4	5	6
2.	Willingness to discuss concerns	1	2	3	4	5	6
3.	As an educator	1	2	3	4	5	6
4.	Flexibility	1	2	3	4	5	6
5.	Professionalism	1	2	3	4	5	6
6.	Nurturing work environment	1	2	3	4	5	6
7.	Leadership	1	2	3	4	5	6

8.	Organizational skills	1	2	3	4	5	6
9.	Acceptance as a functional staff member	1	2	3	4	5	6
10.	Provision of relevant work experience	1	2	3	4	5	6
11.	Cooperation to provide relevant work experiences	1	2	3	4	5	6
12.	Provision of assistance to meet objectives	1	2	3	4	5	6
13.	Possession of resources to meet objectives	1	2	3	4	5	6
14.	Employment of competent staff for supervision	1	2	3	4	5	6
15.	What is your overall evaluation of the employer agency?	1	2	3	4	5	6
16.	What is your overall evaluation of your supervisor?	1	2	3	4	5	6

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

Excellent

Good

Fair

Poor

Should we continue to utilize this agency for internships? Yes

No

If no, why not?

With the present supervisor? Yes
If no, why not?

No

Note the strengths of this supervising agency.

Note the problems/concerns about this employer agency.

Supervising Agency Signature

Date

Student's Signature

Date

Appendix K

Internship Notebook Questions

DIRECTIONS: Through the course of the internship, talk to your site supervisor and ascertain the following information about your supervising agency. Submit your notebook information to the Internship Coordinator, along with other required paperwork, at the completion of the internship.

THE INTERNSHIP NOTEBOOK MUST CONTAIN:

Your signed clock hours; your weekly reports; your evaluation of your supervising agency; your final internship summary; and answers to the following questions.

1. What is the supervising agency name and location?
2. What is the purpose or mission of the agency?
3. What is the agency's long-range master plan . . . its basic goals and objectives and schedule of implementation?
4. Outline the supervising agency's personnel policies and practices. Obtain copies of personnel policies and practices including: probationary periods, hours of work and leave, working conditions, health benefits, promotions, assignments and transfers, retirement plans, professional development, disciplinary action, personnel evaluation, etc.
5. Include an organizational chart of the agency, showing the key positions and exactly where you fit into the organization.
6. What type of primary prevention and early intervention approach does your agency utilize? Some examples are: cognitive prevention (dispensing information to make people aware of health risks), affective models (focuses on attitudes, beliefs, and feelings), and peer counseling and peer support (people learn best from their peers).
7. How does your agency incorporate the community organization concept into their health education activities?
8. What types of technologies are utilized by your agency to deliver health education programs? (e.g., electronic library system, CD-Rom database, desktop publishing, teleconferencing)
9. How does your agency publicize their health education programs and activities?
10. How does your agency evaluate their health education programs and activities?

Appendix L
Intern Weekly Report

Send all completed reports to the Internship Coordinator, Health Division, at the end of the internship period. Include these in your Internship Notebook.

Student Name: _____

Week Ending: _____

Hours Worked: _____

Supervising Agency: _____

Supervisor's Signature: _____

Daily Activities:

Accomplishments:

Appendix M

Internship Final Summary -- Guidelines --

DIRECTIONS: Develop an Internship Final Summary and submit to the Internship Coordinator, Health Division, at the conclusion of the internship period. Include your summary in your Internship Notebook.

A. The following points must be incorporated into the paper.

1. Description of the internship:
Identify the supervising agency, the period of internship, and summary references to the nature of the internship.
2. Job duties:
Discuss in general terms the routine work you did for your supervisor, as well as the special projects you handled. Indicate the approximate percent of your work hours you spent on work in each category. Elaborate on the extent of your involvement in each activity and assess its benefit to the agency. Tell about any future use, by the agency, of your productive efforts completed during the internship.
3. Benefits/positives of your internship experience:
Describe the nature and extent of the learning that took place and its personal and career applications in your behalf. What activities helped to make the internship experience most beneficial to you?
4. Weaknesses/negatives of your internship experience:
What aspects of your internship experience could have been improved to make it more enjoyable and useful to you? Identify specific points your supervisor and the Health Division could improve to enhance your internship experience.
5. Overall assessment:
Evaluate your internship experience in terms of your original expectations. Evaluate your internship experience in relation to your total college experience. Was it more valuable than an additional course might have been? In what ways? Would you recommend the internship experience to others? Why or why not? What are some of the advantages and disadvantages of internships that influence your opinion?

B. The following format should be used.

1. The paper must be at least 5 pages in length, double-spaced, using a word processor.
2. The paper must be well organized and in good form.
3. The paper should be checked for grammatical and spelling errors.