

# Community Health Internship Packet HE419



Created Fall 2007  
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## Internship Overview

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### INTRODUCTION

The information contained in this packet is designed to help maximize your internship experience in community health education. This experience is intended to be a partnership between you, your internship site, and the Division of Health and Exercise Science at Western Oregon University.

Through participation in an internship you learn to apply academic learning in a professional setting, perform work related to career interest, receive supervision and training and assess the possibilities of permanent employment. The internship experience provides an opportunity to bridge the gap between theory and practice and offer opportunities to be employed in entry level positions along with an experience to enhance your admittance to graduate school.

In select circumstances, you may receive some financial compensation. However, reimbursement agreements must be directly between you and your internship site. Our division is not in a position to negotiate payment for you.

### PURPOSE

Western Oregon University students have the potential to leave our institution competent and capable of beginning a fulfilling and successful career in Community Health/Health Promotion/Health Education. We expect our students to graduate having gained the following skills:

1. Plan effective strategies, interventions and programs based on assessment of individual and community needs.
2. Implement and evaluate strategies, interventions and health education programs.
3. Coordinate, communicate and advocate for research-based health practice and serve as a health education resource person.

The internship program allows the student the opportunity to demonstrate that they are capable of applying these academic competencies to a professional setting.

The internship will provide the opportunity to:

- Gain an understanding and appreciation of the roles, duties, and the responsibilities of full-time professionals in community health, health promotion and health education.
- Expose you to the work of professional organizations and agencies.
- Encourage participation in activities on the local, state, and national levels.
- Expose you to leadership opportunities.
- Enable you to observe and participate in the planning, implementation and evaluation of programs within various health-related agencies and organizations.
- Establish professional contacts and references.

## Criteria for Internship

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For an internship to be approved, the internship site and internship learning objectives must:

- Be community-based
- Ideally the internship site has someone who is trained in Community Health/Health Promotion/Health Education/Public Health.
- Be related to Community Health (with a health promotion / health education / health prevention focus).
- Result in at least one tangible product (see page 24 for more details about tangible products).
- Incorporate community health methods, such as:
  - Health education (i.e. presentations, conferences, classes, etc.)
  - Health communication
  - Planning
  - Epidemiology
  - Policy / advocacy
  - Social marketing
  - Grant symbols
  - Community mobilization / empowerment
  - Coalition building
  - Health counseling / screenings / behavior modification
  - Evaluation

## Internship Checklist

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The following list needs to be complete BEFORE you may start your internship.

- ❖ Complete the Community Health Education required core courses: HE227 Introduction to Community & Public Health, HE375 Epidemiology, HE385 Foundations of Health Education, HE473 Biometrics & Research Methods, HE487 Evaluation & Assessment, and HE471 Program Planning.
- ❖ Contact the Community Health Education Internship Coordinator, Janet Roberts, to assist in finding and approving an internship at least two terms before registering for HE419 Internship. Contact Janet Roberts at [robertsjl@wou.edu](mailto:robertsjl@wou.edu) or call (503) 838-8446.
- ❖ Attend the first Mandatory Internship Meeting.
  - The first Mandatory Internship Meeting will be held the week of registration prior to the term the internship is completed.
    - For Fall term internships: the meeting will be held the week of registration in May.
    - For Winter term internships, the meeting will be held the week of registration in November.
    - For Spring term internships, the meeting will be held the week of registration in February.
    - For Summer term internships, the meeting will be announced by the internship coordinator.
  - Add forms to register for HE419 will be signed at the first Mandatory Internship Meeting.
  - Students should check their WOU email on a regular basis for meeting information: date, time and location. See the Community Health Education Internship Coordinator at least two terms before completion of the internship so your name can be added to the appropriate email list.
  - In most cases, you should have an internship placement before the meeting is held so plan ahead.
- ❖ Complete Required Forms
  - All forms need to be typed and signed when they are turned in at the second Mandatory Internship Meeting.
  - Forms A, B & C are included in the Appendix of this packet.
    - Form A (Master Agreement): All internship sites need a university affiliation agreement (Form A Master Agreement). The internship coordinator will complete this form but for sites without an existing affiliation agreement in place, this may be a time-consuming process so please communicate with the internship coordinator as early as possible.
    - Form B (Student Agreement): This form is signed by the student intern and the Community Health Education Internship Coordinator.
    - Form C (Internship Objectives): This form is signed by the student intern, the site supervisor and the internship coordinator.
      - Keep a copy of this form for your records.

- Forms must be completed and turned in to the CHE Internship Coordinator at the second Mandatory Internship Meeting. If forms are not completed and turned in by the second meeting, internships hours may not begin until forms are received by the internship coordinator.
- ❖ Attend the second Mandatory Internship Meeting to turn in completed required forms and go over remaining internship instructions.
  - The second Mandatory Internship Meeting is held the first week of classes.
  - Check your WOU email on a regular basis for meeting information: date, time and location.

## Internship Checklist

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The following list needs to be completed DURING your internship.

- ❖ Keep a detailed log of your internship experience.
  - A Daily Log form may be found in the Appendix of this packet.
  - The Daily Log should show good reflection by the student.
  - Total hours need to equal at least 240 hours at your internship site.
- ❖ Work on your tangible product(s) as you are working through your internship hours.
  - The tangible product(s) should be unique or a new contribution to the site or to an existing site program.
  - The tangible product(s) will be graded on whether the project showed good community health promotion/education/prevention and/or skill and is free from errors.
  - Examples include:
    - Development and possible implementation of a curriculum
    - Development and possible implementation of a survey tool
    - Development of a focus group moderator guide or participation as a focus group moderator
    - Design health-related educational materials (i.e. brochure, bulletin board, presentation, PSA, newsletter, news release, etc.)
    - Evaluation and assessment of a program plan
    - Coordinate a health fair or outreach event
    - Participate in health screenings or testing
    - Advocate for public policy
- ❖ Conduct 2 interviews with community health professionals.
  - Professionals may work at the internship site or at other community health organizations and agencies.
    - Only one (1) of the professionals interviewed may work at the internship site.
    - You may NOT interview a professor / instructor / staff member working for Western Oregon University.
    - You may NOT interview a family member or relative.
  - At least four (4) questions should be asked of each professional.
    - A list of possible questions is included in the Appendix of this packet.
  - For each interview, the name of the person, their job title and organization should be identified at the beginning of each interview.
  - The interview may be typed in question and answer format.
  - A short reflection (approximately ½ page, double-spaced, typed) should follow the question and answer section.
  - Each summary should be typed, double-spaced with 1 inch margins.
  - Students will be graded on whether appropriate professionals were identified to interview, if the student asked appropriate questions, and that the student showed good reflection and the interviews were spell-checked and proof-read.

- ❖ Complete the Community Health Education Competency Portfolio.
  - The Community Health Education Competency Portfolio should consist of these sections:
    - A cover letter for a generic entry-level community health position.
    - A resume
      - The resume should accurately reflect the degree and expected graduation date of the student and should also be updated with internship experience.
    - A self-assessment of the community health competencies / skills.
    - At least three evidences (past class projects) from required community health courses.
    - A self-graded evaluation of the self-assessment of the competencies.
  - See the Community Health Competency Portfolio section included in the Appendix of this packet.
- ❖ 3-5 Pictures of the intern working at the internship site.
  - The student should take 3-5 pictures of themselves working at the internship site.
    - No other faces other than the intern should be included in the pictures.
    - The pictures should show the intern clearly working at the internship site (i.e. the intern giving a presentation, in the office setting, etc.)

## Internship Checklist

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The following list should be completed when internship hours are almost completed or completed.

- ❖ Send a thank you letter to the site supervisor.
  - The thank you letter may be handwritten as long as it is legible or typed.
  - There is no specific format for the thank you letter but it should be sincere and professional.
- ❖ Complete the summary of your internship experience.
  - The summary of your internship experience should be approximately 5 pages in length, 1 inch margins, double-spaced and typed.
  - The summary will be graded on the following components:
    - The summary showed good insight and growth by the student.
    - All sections of the outline provided were addressed.
      - Use the Summary of Internship Experience outline included in the Appendix of this packet.
    - The summary should be spell-checked and proof-read.
- ❖ Complete the online Student Intern's Self-Evaluation Survey.
  - The Student Intern's Self-Evaluation survey will give you the opportunity to evaluate your professional skills, community health competencies, internship site and supervisor in relation to your internship.
    - A list of the competencies and skills that you will be evaluated on are included in the Appendix of this packet.
  - An electronic link will be emailed to your WOU account starting week 8 of the term for Fall, Winter and Spring terms; week 5 for Summer term.
- ❖ Complete the only Exit Survey.
  - The Exit Survey will give you the opportunity to evaluate your professional skills and the Community Health program.
  - An electronic link will be emailed to your WOU account during the last week of the term.

## Grading Scale

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A total of 230 points are available for the internship. Grades will be based on the percentage of the total possible points earned and that all Pass / No Pass elements have met Pass criteria.

All elements of the internship will be Pass / No Pass and receive points based on the intern's work. If the element is not turned in or deemed unsatisfactory, it will receive a No Pass and a 0 point value and the student will receive a non-passing final grade for their internship.

See syllabus for assignment point values.

A 94% - 100%	B- 80% - 83.5%	D+ 67% - 69.5%
A- 90% - 93.5%	C+ 77% - 79.5%	D 64% - 66.5%
B+ 87% - 89.5%	C 74% - 76.5%	D- 60% - 63.5%
B 84% - 86.5%	C - 70% - 73.5%	F 59.5% or below

## Frequently Asked Questions

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The following questions and answers are designed to further address any questions regarding the requirements outlined in this packet.

Do I pay tuition for internship credits?

Yes, internships count as part of the credit hours necessary for graduation, thus a student must be enrolled and pay all tuition fees (i.e. cost of transportation to the internship site, materials, etc.) required for those credit hours during the internship experience. You may sign up for the credit hours for HE419 during one of your last quarters at WOU.

How and when should I contact the Community Health Education Internship Coordinator?

Staying in close contact with the CHE Internship Coordinator during your Junior and Senior years is recommended as you will be more aware of the internship opportunities available to you. The internship must be approved and the paperwork must be filled out before starting your internship. The CHE Internship Coordinator is Janet Roberts. You can call (503) 838-8446 or email [robertsjl@wou.edu](mailto:robertsjl@wou.edu) to make an appointment.

What should I consider when selecting an internship?

- What do I want to learn from the internship?
- What skills do I have, and how can I contribute to an agency?
- Is it located in a community with which I am already somewhat familiar?
- Is it located where I might be able to stay with friends or relatives to reduce costs?
- Is the environment of the site, and travel to and from the site, safe?
- Does the internship represent the type of setting in which I would eventually like to be employed?
- Is it located in a community large enough to likely contain significant employment options into which I might network?
- Is it located in an area of the country where I would like to live?
- For more information on requirements for an approved internship, see the “Criteria for Internship” section of this packet.

Where can I find an internship?

Potential internship opportunities and agencies available:

- Talk with the CHE Internship Coordinator about available internships.
- Visit the Service Learning and Career Development Center for help in finding additional resources for finding internships. (The center is located in the Werner University Center and is open M-F between 8:00am – 5:00pm.)
- Talk to previous students / classmates about their internship experiences.
- Call agencies or organizations and ask about available opportunities.

- Connect with any volunteer agencies, local or state health departments, etc., where previous volunteer experience has been given.

What advice is available for contacting agencies to inquire about internships?

- First, brainstorm a list of agencies where you would like to complete an internship.
- Next, find the name and contact information of the program manager or director.
- Call or email this person and set up an appointment to meet with him/her in person to discuss potential internships.
- Before meeting with this person, do some background research to learn more about the agency, what they do, who they serve, etc.
- During the interview articulate what you want to learn in your internship, what your skills are, and how you can contribute to their agency. Also be prepared to discuss possible internship objectives (see Form C) and tangible products to be produced in order for the proposed internship to be evaluated and approved by the CHE Internship Coordinator.
- Do not wait until the last minute to contact agencies. By this time they may already have interns hired. Start exploring options for internships at least two terms before you want to complete your internship.

What is an appropriate internship?

See the “Criteria for Internship” section of this packet.

What are some examples of the tangible product?

The tangible product should be a unique or new contribution to the site or to an existing site program. Examples include:

- Development and possible implementation of a curriculum
- Development and possible implementation of a survey tool
- Development of a focus group moderator guide or participation as a focus group moderator
- Design health-related educational materials (i.e. brochure, bulletin board, presentation, PSA, newsletter, news release, etc.)
- Evaluation and assessment of a program plan
- Coordination of a health fair or outreach event
- Participate in health screenings or testing
- Advocate for public policy

What does the university require me to do before I officially start my internship?

In order to avoid liability risks, the university requires that all interns fill out the necessary university forms prior to starting an internship; otherwise the time put in will not count. In order to do this, make an appointment with your site supervisor at his/her agency prior to your starting date to fill out the needed forms. Give the forms directly to the CHE Internship Coordinator. You are also required to register for HE419 to receive internship credits.

Required forms to be turned in before you start your internship:

- Form A – Master Agreement. The CHE Internship Coordinator will assist with this affiliation agreement.
- Form B – Student Agreement. This form is signed by the student and the CHE Internship Coordinator.
- Form C – Internship Objectives. This form is signed by the student, the site supervisor and the CHE Internship Coordinator.

All of the required forms need to be typed and signed. All of the required forms are included in the Appendix of this packet.

What happens if there needs to be a change in my internship?

Student employees or interns are expected to accept cooperative education positions with a seriousness of purpose to perform their work accurately and responsibly. If the work performance does not meet the established reasonable standards, the internship site is not obligated to continue the student's employment.

Discharge may be for one of several nondiscriminatory reasons such as:

- Unsatisfactory performance
- Incompetence
- Irregular attendance
- Inability to perform expected tasks
- Habitual tardiness
- Unsatisfactory attitude
- Improper behavior
- Lack of dependability
- Damaging relationships between the agency and its partners, etc.

The circumstances that led to a student being discharged should be carefully documented and reviewed by both the site supervisor and the CHE Internship Coordinator. If appropriate, the case may be referred to the Division Chair, Dean, and if necessary, legal counsel.

Should you find yourself terminated without adequate warning, you should follow these instructions. Immediately contact the CHE Internship Coordinator. When you talk with the CHE Internship Coordinator, be prepared with the following information:

- The name of the site with whom you are interning
- Your immediate site supervisor's name
- The office phone number of your site supervisor
- A full written explanation of the possible reasons for the impending or immediate termination.

The CHE Internship Coordinator reserves the right to contact the site supervisor to check on student progress, solve problems, determine value of internship, provide input, explain expectations, etc.

## Appendix

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The Appendix includes the following forms: \*\*All forms need to be typed when completed.\*\*

### Form A – Master Agreement

- To be filled out BEFORE the internship begins.
- The CHE Internship Coordinator will assist with this affiliation agreement.

### Form B – Student Agreement

- To be filled out BEFORE the internship begins.
- Signed by the Student Intern and CHE Internship Coordinator.

### Form C – Internship Objectives

- To be filled out BEFORE the internship begins.
- Signed by the Student Intern, the Site Supervisor, and the CHE Internship Coordinator.

### Daily Log

- Fill out DURING your internship.

### Discussion Forum

- To be completed DURING your internship

### Tangible Product(s)

- Work on DURING your internship

### Sample questions for the interviews with community health professionals.

- Complete these interviews DURING your internship

### Pictures of intern at internship site

- Complete DURING your internship

### Community Health Competency Portfolio

- Complete DURING your internship

### Supervisor's Evaluation and Student Intern's Self-Evaluation

- Separate electronic links will be provided to both the site supervisor and the student intern starting week 8 of the term (week 5 for summer term).

### Thank you letter to site supervisor

- Send when internship hours almost completed.

### Summary of Internship Experience

- Complete when internship hours almost completed.

### Exit Survey

- An electronic link will be provided to you via email the last week of the internship.

### CHE Internship Coordinator

Janet Roberts, MAT, CHES, CMA(AAMA)  
Health & Exercise Science  
Western Oregon University  
345 N Monmouth Ave  
Monmouth, OR 97361

Office Location: RWECH #251  
Office Phone: (503) 838-8446  
Email: [robertsjl@wou.edu](mailto:robertsjl@wou.edu)

Form A  
MASTER AGREEMENT  
Western Oregon University

This agreement is entered into this            day of            20 ("Effective Date") between Western Oregon University (WOU), an Oregon public education institution, and            (the "Experience Provider") located at            .

1. PURPOSE. In order to facilitate internship opportunities and educational experiences for students, this Agreement is intended to govern the relationship between Experience Provider and WOU with respect to student interns from WOU in an internship agreement with the Experience Provider.

2. GENERAL CONSIDERATIONS.

2.1 An internship is a cooperative student program between WOU and the Experience Provider. The Experience Provider will provide supervision, facilities, and instruction that help students of WOU (each an "Intern") acquire skills and knowledge related to their chosen field of study or occupation.

2.2 This Agreement is effective as of the Effective Date and may be terminated by WOU or the Experience Provider for any reason by providing 90 days advance written notice to the other party.

2.3 Experience Provider and WOU shall each provide a contact person (the "Internship Coordinator") for activities related to the performance of this Agreement. The following contact names and addresses shall be the initial Internship Coordinators for the Experience Provider and for WOU. Others may be designated in writing by the parties at any time.

For Experience Provider:

Name:

Address:

Telephone:

Email:

For WOU:

Name:

Address:

Telephone:

Email:

2.4 WOU and the Experience Provider agree to indemnify each other from any claims or liability, including reasonable attorney's fees, due to their respective negligent acts or omissions arising from the performance of this Agreement. Each party further agrees to have in effect insurance coverage to adequately underwrite this promise of indemnity.

2.5 Neither WOU nor the Experience Provider will be responsible nor held liable for any claims, disputes, losses, damages, injuries, or negligence. If, however, such claims, disputes, losses, damages, injuries, adverse events or outcomes are the result of the joint fault of both the Experience Provider and WOU, the obligation of each party to indemnify the other hereunder shall be limited to the extent of the indemnifying party's respective fault.

2.6 WOU acknowledges that all original creative work of any Intern performed as part of the internship shall be considered a "work made for hire", and that copyright and other intellectual property rights in any such original creative work of Intern shall be owned entirely by the Experience Provider.

2.7 The parties acknowledge and agree that it shall be the responsibility of each Intern to: (i) comply with the Experience Provider's policies and procedures; (ii) report any serious problems related to the Experience Provider, including safety and personnel problem, to the Internship Coordinator at WOU and the Experience Provider; and (iii) maintain a health insurance policy in effect during the full period of any internship with the Experience Provider.

3. RESPONSIBILITIES OF WOU. WOU shall:

- 3.1 Provide course information and objectives, and ensure that each participating Intern meets academic and other qualifications that are consistent with the objectives and requirements of WOU's program.
- 3.2 Make reasonable efforts to ensure that each Intern from WOU is aware of Intern's responsibilities to abide by the terms of Section 2.7 and that each Intern from WOU shall enter into a separate written agreement between WOU and the Intern ("Student Internship Agreement") identical to the agreement attached as Form B;
- 3.3 Provide an administrative framework and a teaching faculty adequate in number, qualifications, and competence to develop and carry forward its instruction and supervision;
- 3.4 Ensure that for each internship, the Internship Coordinator for WOU (i) maintains ongoing contacts with the Intern and the Experience Provider; (ii) discusses the specifics and expectations of the internship with the Intern and the Experience Provider; (iii) maintain the Intern's progress with the Intern and the Experience Provider, and (iv) advises the Intern relative to the program of study related to the internship experience.

4. RESPONSIBILITIES OF THE EXPERIENCE PROVIDER. The Experience Provider shall:

- 4.1 Provide planned and supervised opportunities for each Intern to perform tasks to acquire and practice various skills based on objectives compatible with those of WOU's program;
- 4.2 Orient the Intern to the Experience Provider's rules, policies, procedures, methods, and operations;
- 4.3 Evaluate the Intern's performance and notify WOU's Internship Coordinator of any cause of dissatisfaction with or of any known misconduct on the part of the Intern.
- 4.4 Comply with all the federal, state, local, and municipal laws, ordinances, and codes applicable to Experience Provider, including but not limited to providing Worker's Compensation and/or other employment benefits to the Intern where applicable.
- 4.5 If applicable, pay the Intern agreed upon rate of compensation for the term of the internship and fulfill all legal requirements related to Experience Provider's independent contractor/employment relationship with the Intern, and
- 4.6 Accept the primary responsibility for supervision and control of the Intern at the internship site.

5. ENTIRE AGREEMENT. This agreement constitutes the entire agreement of the parties with respect to the subject matter of the agreement.

In witness whereof, the parties have affixed their signatures below.

Experience Provider:

Western Oregon University:

By: \_\_\_\_\_

By: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Internship Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Department and Course Number: \_\_\_\_\_ Year: \_\_\_\_\_ Credit Hours: \_\_\_\_\_

Quarter Enrolled: \_\_\_\_\_

responsible for any financial liability and obligation which I personally incur and for any injury, loss, damage, liability, cost or expense to the person or property of another which is caused or contributed to by me during my participation in the internship program. I understand that WOU does not represent or act as an agent for, and cannot control the acts or omissions or, any host institution, host family, transportation carrier, hotel, tour organizer, or other provider of goods or services involved in the internship. I understand that WOU is not responsible for matters that are beyond its control, including without limitation, strikes, war, loss, or theft of personal belongings, delays, weather, acts of God, governmental restrictions or acts, errors, or omissions of third party providers of goods and services.

12. Abide by all applicable laws. I understand I must personally attend to any legal problems I encounter and incur as an intern.
13. Acknowledge and agree that WOU is acting as an internship facilitator only and that WOU will be neither responsible for nor held liable for any claims, losses, damages, injuries, adverse events or outcomes arising out of or caused by the internship, including but not limited to such claims, losses, damages, injuries, adverse events and outcomes caused by Experience Provider's actions, inactions or negligence, even if WOU has been advised of the possibility of such.
14. Acknowledge that all creative work performed as part of my internship shall be considered a "work made for hire", and that all copyright and other intellectual property rights in any such original work produced by me shall be owned entirely by the Experience Provider. Further, I agree not to utilize, incorporate, or otherwise make use of any pre-existing intellectual property and/or trade secrets of Western Oregon University in the creative work or internship performance without the express written permission of Western Oregon University.

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Student Intern's Signature

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Date

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Division Internship Coordinator's Signature

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Date

## Internship Objectives

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When completing your objectives, consider the following guidelines:

Under normal circumstances, a well-formulated measurable objective will meet the following criteria:

1. It starts with the word “To”, followed by an action verb.
2. It specifies a single key result to be accomplished. (What / how much)
3. It specifies a target date for its accomplishment. (When)
4. It specifies only the “what” and “when”; it avoids venturing into the “why” and “how”
5. It is readily understandable by those who will be contributing to its attainment.
6. It is realistic and attainable, but still represents a significant change.
7. It is consistent with the resources available or anticipated.
8. It is consistent with agency and organizational policies and practices.
9. It is recorded in writing, with a copy kept and periodically referred to by both site supervisor and intern.

The intern should formulate some personal objectives related to professional growth and then sit down with the site supervisor to formulate some agency objectives. The agency objectives will be the projects completed worked on during the internship.

Example Objectives:

1. To develop a news release by June 30, 2011.
2. To design and implement three health education interventions for the target population by July 31, 2011.
3. To attend four board meetings between September and December, 2012.
4. To network with three community health professionals outside of the internship site by March 2013.

Form C  
Internship Objectives

Complete with your Site Supervisor; keep a copy for your records and turn in with Form B before starting your internship. Form needs to be typed and signed before turning in to CHE Internship Coordinator.

Student Name:  
Phone:  
Quarter Enrolled:

Email:

Internship Site:  
Address:

Site Supervisor:  
Phone:

Email:

Your Personal Objectives:

Site / Agency Objectives:

- 1.
- 2.
- 3.
- 4.

- 1.
- 2.
- 3.
- 4.

Signature: \_\_\_\_\_  
(Student Intern)

Date: \_\_\_\_\_

Signature: \_\_\_\_\_  
(Site Supervisor)

Date: \_\_\_\_\_

Signature: \_\_\_\_\_  
(CHE Internship Coordinator)

Date: \_\_\_\_\_

## Daily Log

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Date:	Tasks / Skills:	Reflection:	Hours:	
(Today's Date)	(Refers to what you accomplished or worked on at your internship site.)	(Refers to what you learned about yourself, what you learned about your field, if you encountered any issues or concerns, how was it solved or what could be done to solve it.)	Daily	Total
Example: 10 Oct 2011	Example: Today I was assigned to work on a fall prevention program for seniors living in assisted living. I will be presenting my program to the caregivers at the assisted living facility on Oct. 20 <sup>th</sup> .	Example: I discovered that I really enjoy doing the research necessary to plan programs and presentations. I hadn't realized that falls were so detrimental to seniors' health. The only issue so far is work space but my site supervisor is finding a desk for me so hopefully this issue will be solved shortly.	Ex: 6	

To access the excel version of the daily log click here: [Excel Version Daily Log](#)

## Discussion Forums

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You are expected to participate in all discussion forums weekly. Discussion questions for each week will be posted on the Moodle Discussion Forum and the questions are available for review in your syllabus. You will be asked to post an original response to each question as well as thoughtfully and respectfully respond to at least two classmate's responses by the due date outlined in the syllabus.

## Tangible Product(s)

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The tangible product(s) should be unique or a new contribution to the site or an existing site program. The product or project should be left with the site and copy submitted on Moodle by the due date outlined in the syllabus.

The tangible product(s) will be graded on whether the project showed good community health promotion/education/prevention practice and/or skill and is free from errors.

The tangible product(s) may need an overview/description if it is not self-explanatory.

Examples include:

- Development and possible implementation of a curriculum.
- Development and possible implementation of a survey tool.
- Development of a focus group moderator guide or participation as a focus group moderator.
- Design health-related educational materials (i.e. brochure, bulletin board, presentation, PSA, newsletter, news release, etc.).
- Evaluation and assessment of a program plan.
- Coordinate a health fair or outreach event.
- Participate in health screenings or testing.
- Advocate for public policy.

## Community Health Interviews

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Each student intern will interview 2 current community health professionals. Professionals may work at the internship site or at other community health organizations and agencies.

- Professionals may work at the internship site or at other community health organizations and agencies.
  - Only one (1) of the professionals interviewed may work at the internship site.
  - You may NOT interview a professor / instructor / staff member working for Western Oregon University.
  - You may NOT interview a family member or relative.
- At least four (4) questions should be asked of each professional.
  - A list of possible questions is included in the Appendix of this packet.
- **For each interview, the name of the person, their job title and organization should be identified at the beginning of each interview.**
- The interview may be typed in question and answer format.
- A short reflection (approximately ½ page, double-spaced, typed) should follow the interview. The reflection should include what you learned from the interview.
- Each summary should be typed, double-spaced with 1 inch margins.
- Students will be graded on whether appropriate professionals were identified to interview, if the student asked appropriate questions, and that the student showed good reflection and the interviews were spell-checked and proof-read.

Sample Interview Questions:

1. How long have you been in the field of community health?
2. What initially drew you to pursue a career in the field?
3. What is / are your area(s) of expertise?
4. What do you feel is your greatest triumph in your career? What challenges or difficulties have you faced in achieving that triumph?
5. What goals and visions do you have for your future as a community health professional?
6. What would you say is the greatest quality required to be successful in community health?
7. Do you have any advice for those who are preparing themselves to be future leaders in community health?
8. Did you complete an internship? What helped you and what was difficult?
9. Do you plan to attend graduate school?
10. What advice do you have for those who are thinking about applying for graduate school?
11. What do you feel has prepared you most for your career?
12. What was your career path to start with, and how is it the same/different from today?
13. Any other questions that you may be interested in asking.

## Supervisor's Evaluation and Student Intern's Self-Evaluation

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Below are the professional skills and community health competencies that will be used to evaluate your internship. Separate electronic links will be provided to you and your site supervisor starting week 8 of the term (week 5 for summer term). Completion of this survey is part of your internship grade. Please upload the last page of the electronic survey to Moodle by the due date outlined in the syllabus.

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### General Professional Skills:

Displayed appropriate level of confidence in professional abilities.
Ability to effectively communicate orally.
Ability to effectively communicate in writing.
Ability to effectively utilize and apply knowledge.
Ability to analyze problems and effectively problem solve
Ability to develop a professional network (within the agency / community).
Ability to meet deadlines.
Ability to work beyond minimum expectations.
Ability to accept feedback.
Ability to maintain appropriate professional appearance and attitude.
Ability to interact appropriately with all audiences (clients / colleagues).
Displayed an interest in the operations of the agency.

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### Community Health Competencies / Skills:

Accessed valid health-related data and resources.
Used theory-based and/or evidence-based research results in program planning
Gathered qualitative and quantitative health data.
Analyzed needs assessment data.
Developed goals and created measurable objectives for health programs.
Implemented intervention strategies to facilitate health-related change.
Developed a comprehensive program evaluation plan.
Used educational technology effectively.
Used oral, electronic and written techniques to communicate effectively with diverse audiences.
Established professional and community relationships for collaborative efforts to influence health issues.
Influenced local, school, state and/or national policy to promote health.

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## Exit Survey

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The Exit Survey gives students the opportunity to evaluate the entire community health education program at the end of their program. An electronic link will be provided during week 10 of your internship. Completion of this survey is part of your internship grade. Please upload the last page of the electronic survey to Moodle by the due date outlined in the syllabus.

## Summary of Internship Experience

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Complete a summary of your internship experience.

- The summary of your internship experience should be at least 5 pages in length, 1 inch margins, double-spaced and typed.
- The summary will be graded on the following components:
  - The summary showed good insight and growth by the student.
  - All sections of the outlined provided below were addressed.
  - The summary was proof-read and spell-checked; 1 point will be deducted for every 3 proof-reading or spelling errors.

Use the following outline when writing your summary.

- Overview
  - Provide an overview of what you did during your internship.
  - Include an overview of your internship site.
    - Describe the site's mission, how the site contributes to community health and the extent to which the agency is working to achieve their mission.
- Objectives
  - List your personal internship objectives and your internship site objectives (from Form C – Internship Objectives).
  - Describe to what degree you accomplished these objectives.
- Professional Growth
  - Explain how your internship experience has contributed to your professional growth.
  - As a result of this experience, describe how you have redefined your specific professional objectives/goals.
  - Describe any problems or concerns that you may have encountered and how they were solved or could have been solved.
- Skill / Competencies
  - Explain the skills or competencies you were required to use in your internship, including those that you felt prepared to use and those you felt unprepared to use.
  - Describe any new skills you have developed through your internship.
- Future
  - Explain how your internship experience will impact your future.

## Thank you letter to site supervisor

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After you have completed your internship hours, you should send your site supervisor a thank you letter. There is no specific format for this letter. It may be typed or handwritten in a card as long as it is legible. The card should be sincere and professional when thanking the supervisor for their time and mentorship.

## Pictures

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During the course of your internship, you should take 3-5 pictures of yourself working at your internship site. These pictures should show some distinguishing characteristics of the internship site (a sign showing the organization's name or materials that you are working with, for example.) These pictures should NOT include any other faces other than the intern's face.

## Community Health Competency Portfolio

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The community health competency portfolio should consist of these sections:

- A cover letter and resume
- A self-assessment of the community health competencies (worksheet follows this page).
- At least three evidences (past class projects) from required community health courses.
- A self-graded evaluation of the community health competencies (worksheet follows this page).
- Please see the syllabus for due dates.

### Cover Letter & Resume

- Cover letter should be prepared for an entry-level job in Community Health/Public Health.
- Cover letter and resume should be professional prepared and reflect current skills and experiences.
- Cover letter and resume should be updated to include internship experience.
- Resume reflects correct graduation date, correct degree, major and minor.
- The cover letter and resume should be typed and free from spelling and proof-reading errors.

### Self-Assessment or Competencies / Skills

- Students should use the self-assessment worksheet included in this packet.
- The self-assessment should be typed, proof-read and spell-checked.
- The student should show good reflection and provide specific examples of these competencies and skills from their required community health courses.

### At least three (3) evidences from required community health courses

- Include at least one evidence from Competency 1 (subcompetency a, b, c, d, or e).
- Include at least one evidence from Competency 2 (subcompetency a, b, c, d, e, or f).
- Include at least one evidence from Competency 3 (subcompetency a, b, c, d, or e).
- The evidences should represent your best work.

### Self-Graded Evaluation of Community Health Competencies

- Using the Self-Assessment of the Competencies Grading Rubric, self-grade the self-assessment of the program competencies.
- Assign a score per subcompetency using the grading scale on the rubric.

## Self-Assessment of Competencies / Skills in Community Health Education

Type at least one specific examples of how each subcompetency was accomplished and reference specific required core classes (these are listed on the top of each competency).

<b>Competency 1</b>  <b>Plan strategies, interventions and health education programs of instruction based on assessment of individual and community needs.</b>	<b>Course Experience:</b>  <u><b>Required Core Classes</b></u>  <b>HE227 Community/Public Health, HE375 Epidemiology, HE385 Foundations of Health Education, HE473 Biometrics &amp; Research Methods, HE487 Assessment and Evaluation, HE471 Program Planning and HE419 Internship</b>
1a. Access valid health-related data and use computerized sources of health-related information.	
1b. Use theory-based and/or evidence-based research results when planning programs and curriculums.	
1c. Apply techniques to acquire qualitative and quantitative health data.	
1d. Analyze needs assessment data and reports.	
1e. Develop goals and formulate appropriate and measurable objectives for health programs.	

<b>Competency 2</b>  <b>Implement and evaluate strategies, interventions and health education programs.</b>	<b>Course Experience:</b>  <u><b>Required Core Classes</b></u>  <b>HE227 Community/Public Health, HE375 Epidemiology, HE385 Foundations of Health Education, HE473 Biometrics &amp; Research Methods, HE487 Assessment and Evaluation, HE471 Program Planning and HE419 Internship.</b>
2a. Evaluate research designs, methods and findings presented in the literature.	
2b. Implement intervention strategies to facilitate health-related change.	
2c. Develop a comprehensive program evaluation plan.	
2d. Use educational technology effectively.	
2e. Effectively communicate findings and recommendations for future practice to multiple audiences.	
2f. Use the Code of Ethics in health education practice.	

<b>Competency 3</b>  <b>Communicate and advocate for health and health education and serve as a health education resource person.</b>	<b>Course Experience:</b>  <u><b>Required Core Classes</b></u>  <b>HE227 Community/Public Health, HE375 Epidemiology, HE385 Foundations of Health Education, HE473 Biometrics &amp; Research Methods, HE487 Assessment and Evaluation, HE471 Program Planning and HE419 Internship</b>
3a. Develop a personal plan for professional development.	
3b. Use oral, electronic, and written techniques to communicate effectively with diverse audiences.	
3c. Establish professional and community relationships for collaborative efforts to influence health issues.	
3d. Influence local, school, state, and national policy to promote health.	
3e. Analyze controversial issues and changing social, cultural and political factors influencing health issues.	

### Self-Grading Rubric for Self-Assessment of Community Health Education Competencies / Skills

For all competencies:	Not Met 0 points	Met – “Part of the way” 2 points	Exceeded - “All of the way” 2.5 points
	Student struggles to list or explain how courses met subcompetencies; no critical thinking/problem solving.	Student lists and minimally explains how courses met subcompetencies; minimal, if any, critical thinking/problem solving displayed.	Student demonstrates critical thinking and problem solving skills in explanation of how subcompetencies were met, at least one example from more than one required core course.

Competencies 1, 2, 3 follow on separate pages.

<b>Competency 1. Plan strategies, interventions and health education programs of instruction based on assessment of individual and community needs.</b>	<b>Not Met 0 points</b>	<b>Met – “Part of the way” 2 points</b>	<b>Exceeded – “All of the way” 2.5 points</b>	<b>Your score</b>
1a. Accessed valid health-related data and use computerized sources of health-related information.	Inappropriate sources accessed.  Invalid source examples.  0-1 source examples.	Appropriate sources.  1-2 valid source examples provided.	Valid, diverse health-related sources discussed.  3 (+) online databases identified.  Description of how each was used.	
<b>Hints for 1a: What is the health-related data you’re accessing? What computerized sources did you use? What was the health-related information?</b>				
1b. Use theory-based and/or evidence-based results when planning programs and curriculums.	Theory/evidence absent from programs / curriculums.  Theory / evidence present but incorrectly or inappropriately connected to the program / curriculum.	Theory / evidence is present and accurately and appropriately connected to the program / curriculum.  Theory or evidenced linked.	Theory AND evidence connected to the program / curriculum.  Showed theory AND evidence is appropriate and accurate.  Explained reasoning.	
<b>Hints for 1b: What theory or evidence-based research (i.e. best practice) did you use? How specifically did you use it? What was your program / curriculum?</b>				
1c. Apply techniques to acquire qualitative and quantitative health data.	No qualitative and/or quantitative data.  Examples are inappropriate or inaccurate.  No techniques discussed.	Appropriate qualitative or quantitative examples represented.  At least one technique discussed.	Qualitative and quantitative examples are appropriately represented.  Qualitative and quantitative examples are given and logic behind their inclusion is explained.	
<b>Hints for 1c: What techniques did you use to acquire the data (i.e. survey, focus group, etc)? Give specific examples of questions you used to acquire qualitative data and specific examples of questions you used to acquire quantitative data. (Make sure to identify which is which.)</b>				
1d. Analyze needs assessment data and reports.	Needs assessment and reports missing, incomplete or inaccurate.	Needs assessment data and reports infer needs for health education.  Data OR reports infer needs for health education.	Analysis of needs assessment data and reports is summarized.  Analysis exhibits connections to priorities for health outcomes.	
<b>Hints for 1d: What needs assessment data/report did you analyze? What did you find?</b>				
1e. Develop goals and formulate appropriate and measurable objectives for health programs.	Inappropriate or incomplete goals and/or objectives.  Objectives too broad, immeasurable and/or unrealistic.  Not linked with appropriate goals.	Goals and objectives stated.  Objectives mostly linked with goals.  Evidence of the design of developmentally appropriate interventions.	Goals and objectives are specific, measurable, and realistic.  All objectives are linked with appropriate, measurable and realistic goals.	
<b>Hints for 1e: What was your health program? Give specific examples of goals and SMART objectives you developed for that program.</b>				

<b>Competency 2. Implement and evaluate strategies, interventions and health education programs.</b>	<b>Not Met 0 points</b>	<b>Met – “Part of the way” 2 points</b>	<b>Exceeded – “All of the way” 2.5 points</b>	<b>Your Score</b>
2a. Evaluate research designs, methods and findings presented in the literature.	Evaluation example not based on appropriate literature.  Evaluation example inaccurately or poorly synthesized.	Evaluation example is accurately synthesized from the literature present.  Evaluation example research designs, methods, and findings come mostly from literature.	Evaluation example covers research designs, methods and findings, all from the literature.  Also includes analysis of the merits and limitations of the methods.	
<b>Hints for 2a: Give specific examples of research designs that were evaluated. Give specific examples of research methods that were evaluated. What were some of the findings from these articles? Give examples of the journals that the articles were from.</b>				
2b. Implement intervention strategies to facilitate health-related change.	Missing intervention strategies.  Strategies not connected to the facilitation of health-related change.	Intervention strategies are listed and connected to the facilitation of health-related change.  Connection of strategies to change is mostly clearly articulated.	Intervention strategies are listed and connected to the facilitation of health-related change.  Connection of strategies to change is very clearly articulated.	
<b>Hints for 2b: What was the health-related change you were trying to facilitate? Give specific examples of interventions that were implemented to facilitate this change.</b>				
2c. Develop a comprehensive program evaluation plan.	Evaluation plan missing or poorly articulated; limited.	Evaluation plan is feasible, accurate and useful.	Evaluation plan is feasible, accurate, useful and conclusions are focused and justified.	
<b>Hints for 2c: What program were you evaluating? What specific steps did you take or were you going to take to evaluate this program?</b>				
2d. Use educational technology effectively.	Ineffective, inaccurate or inappropriate use of educational technology.	Appropriate educational technology is used and mostly effective.	Appropriate educational technology is used in a highly effective manner.	
<b>Hints for 2d: What educational technology did you use? How did you use it? This should not be using computers to write papers, answer discussion boards or use databases to find journal articles. Did you use PowerPoint to build a presentation? Did you use excel to analyze data? Did you use publisher to make brochures? Did you use video software to make a PSA? These would be examples of educational technology.</b>				
2e. Effectively communicate findings and recommendations for future practice to multiple audiences.	Findings and recommendations not present or poorly articulated.  Findings and recommendations do not appeal to multiple audiences.	Findings and recommendations are present and appeal to multiple audiences.  Findings and recommendations are appropriate and applicable to future practice.	Findings and recommendations are culturally and demographically sensitive.  Findings and recommendations are applicable to future practice, assessing the relevance of existing program objectives to current and future needs.	
<b>Hints for 2e: From a presentation you gave or paper you wrote, what findings did you communicate? What recommendations for future practice did you communicate? Who were the multiple audiences?</b>				
2f. Use the Code of Ethics in health education practice.	Ethical practice not demonstrated.	Ethical practice is demonstrated and mostly well articulated.	Ethical practice is demonstrated and highly articulated.	
<b>Hints for 2f: How did you use the Code of Ethics in professional practice? Reference the part of the Code of Ethics that was used and how.</b>				

<b>Competency 3. Communicate and advocate for health and health education and serve as a health education resource person.</b>	<b>Not Met 0 points</b>	<b>Met – “Part of the way” 2 points</b>	<b>Exceeded – “All of the way” 2.5 points</b>	<b>Your Score</b>
3a. Develop a personal plan for professional development.	Professional plan not in-depth enough to comprehensively cover needs.	Plan is thoughtful and considers some immediate goals and at least one long term career goal.	Plan is clear and considers immediate and long-term career goals.  Plan articulates a clear course of action for attaining short and long term professional development goals.	
<b>Hints for 3a: What steps did you personally take to develop your plan for your professional development (i.e. resume writing, mock interviews, etc)? Include at least one long-term career goal and how you will achieve it.</b>				
3b. Use oral, electronic and written techniques to communicate effectively with diverse audiences.	Does not address all 3 communication techniques.  Audience is not considered.  Communication strategies are poorly connected with the 3 communication techniques.	Mostly addressed all 3 communication techniques.  Explores the connection between the use of the different techniques to connect with diverse audiences.	Benefits/challenges of each of the 3 communication techniques are explored.  Each technique is connected with demographically and culturally sensitive strategies to communicate effectively with specific, diverse audiences.	
<b>Hints for 3b: include specific examples of oral, electronic and written communication. Who were your diverse audiences and how did you adapt each type of communication to effectively communicate with the diverse audiences?</b>				
3c. Establish professional and community relationships for collaborative efforts to influence health issues.	Does not detail the importance of establishing professional/community relationships.  Does not connect the establishing of relationships to changing health outcomes.	Discussion of current community relationships.  Clearly connects the influence of community relationships on influencing current health issues.	Discussion of establishing relationships and future plans for promoting collaborative efforts among health agencies and organizations with mutual interest to affect health outcomes.	
<b>Hints for 3c: Who did you establish professional and community relationships with (i.e. specific organizations or job titles of people – not specific names of people)? What was the health issue that was being influenced?</b>				
3d. Influence local, school, state and national policy to promote health.	Unable to demonstrate proper practice of promoting health policy.	Demonstrate proper practice of promoting health policy with mostly clear articulation.	Demonstrates proper practice of promoting health policy with clear articulation.	
<b>Hints for 3d: What policy was being influenced and how?</b>				
3e. Analyze controversial issues and changing social, cultural and political factors influencing health issues.	Lists controversial issues, but does not demonstrate an ability to critically analyze factors influencing health issues.	Displays ability to utilize appropriate practices to maintain culturally and demographically sensitive viewpoints.  Analysis mostly makes the connection between controversial issues and factors.	Analysis firmly makes the connection between controversial issues and factors influencing health issues.  Appropriate practices to maintain culturally and demographically sensitive viewpoints are explored	

			with examples provided.	
Hints for 3e: What controversial issues was being influenced and give specific examples of the social, cultural and political factors that influence that health issue.				

Your total score: \_\_\_\_\_

Optional comments: