

# **HLED 472 INTERNSHIP**

## **SYLLABUS & MANUAL**

Community Health Program  
Department of Health and Human Development  
College of Humanities & Social Sciences





## Community Health Internship Program

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## Community Health Internship Program

### Course Overview

#### Objectives

The goal of HLED 472 is to provide hands-on opportunities to help students apply the knowledge they have gained in the Community Health Program and to practice the responsibilities, competencies, and skills needed by entry-level health educators (See **Appendix A**). Although each internship placement is unique, the following are the general objectives relevant to all internship experiences.

#### The Internship provides students with the opportunity to:

- Learn how the agency fits into the community health service system;
- Acquire a knowledge and understanding of the health problems addressed by the agency;
- Learn the function, structure, and goals of the agency;
- Practice the skills of establishing and maintaining relationships with fellow staff and clients;
- Further develop competencies in the skills needed by health educators;
- Improve skills in written and verbal communication;
- Enhance program planning, implementation, and evaluation skills;
- Gain experience in delivering a community health service or education program, and;
- Gain experience in task management within the work setting.

Pre-requisites: HLED 407, 410, 420, 432, 447, 450, 460, 465, 471 and proof of malpractice insurance (see **Appendix B**). If interning abroad, proof of medical travel insurance.

Catalogue description: Full-time supervised professional experience emphasizing functional proficiency under joint sponsorship of University and agency personnel. S/U grading.



# **Materials for Student Intern**



## Frequently Asked Questions

### **WHEN IS A STUDENT ELIGIBLE FOR THE INTERNSHIP (HLED 472)?**

Community Health majors must complete HLED 471 and other required health education core courses before taking HLED 472. Further, it is recommended that most, if not all, of any remaining required courses, including general university required (GUR's) courses be completed prior to the internship. Students, with few exceptions, intern the summer quarter after they complete their coursework. It is highly recommended a Community Health student's last quarter prior to graduation be the internship course. Students must be enrolled in HLED 472 to receive university credit during their internship. Grading is S/U.

### **HOW DO STUDENTS SELECT THEIR INTERNSHIP SITES?**

With the assistance of the student's faculty advisor and the professor for HLED 471: Professional Development Seminar, students review potential sites. An internship binder containing internship descriptions and names of agency contacts is located in the Community Health Program Main office. Initial contacts by the student may be in person, via email, and/or telephone. When exploring internship placements, it is highly recommended that students conduct on-site informational interviews with potential site supervisors. Once students arrange an internship site, with approval of the student's faculty advisor and the collaborating agency, they submit the "Student Intern Information Sheet" (**Appendix L**) to their designated University Community Health Internship Supervisor.

### **WHERE MAY STUDENTS LOOK FOR INTERNSHIP SITES?**

Students complete their internships at health-related sites that offer opportunities for optimal professional experiences. These sites are generally in Washington State but may be outside the State or the country. Student Interns selecting sites beyond a 100-mile radius of Bellingham are generally not visited by their University Internship Supervisor nor held responsible for attending the student intern group meeting. In such cases, communication is by email, mail, and phone.



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### **MAY STUDENTS BE PAID FOR THEIR INTERNSHIP? WHAT ABOUT COST INCURRED FOR WORK?**

Typically, the internship is unpaid; but some sites do offer stipends. Stipends or paid internships are acceptable when they do not limit the opportunity for students to gain a well-rounded educational experience. If, during the internship, students are required to use their own transportation for agency business, the Community Health Program asks agencies to reimburse the Student Interns for costs incurred. Additionally, agencies are requested to reimburse Student Interns for other work-related costs (e.g., required conferences, trainings, etc.).

### **WHAT ARE THE MEDICAL MALPRACTICE INSURANCE REQUIREMENTS?**

Community Health Student Interns at Western Washington University are required to purchase student medical malpractice insurance prior to their internships (**see Appendix B**). Students are required to turn in the receipt of this purchase to their faculty advisor.

### **CAN THE AGENCY OR STUDENT TERMINATE THE INTERNSHIP PRIOR TO COMPLETION?**

If there is just cause for dissatisfaction between the student and the agency, either one may terminate the experience after consultation with, and approval by, the University Community Health Internship Supervisor. If possible, the University Internship Supervisor will assist the student to locate another site. **Note:** This very rarely occurs.

### **WHAT HAPPENS IF AN AGENCY REQUIRES A CONTRACT WITH WESTERN WASHINGTON UNIVERSITY'S CONTRACT OFFICE?**

Some agencies, such as public health districts and hospitals, require a contract with the Contract Office of Western Washington University. During informational interviews (which students are encouraged to engage in when they take HLED 471: Professional Development Seminar), prospective Student Interns must determine if such a contract is required by the agency of interest. If a contract is needed, students must inform their faculty advisor and the HLED 471 professor immediately. The University has a contract in place with many agency sites, but contracts often need updating. The Contract Office, the Assistant Attorney General for Western Washington University, and the Provost sign off on the contract. The agency and the University maintain copies. The internship cannot begin until this contract is in place. **Note.** The internship agreement contract in this manual is a different contract.



## Course Requirements

### 1. WWU INTERNSHIP CONTRACT AGREEMENT (Due week one of the internship):

Students and their Agency Supervisor must complete the Western Washington University Community Health Internship Contract Agreement form (**Appendix C**) before or within the first week of the internship. The Agreement is hand delivered, emailed as a signed pdf document, or sent to the following address:

**[Community Health Internship Supervisor Name] - HHD Department, Carver 102  
Western Washington University, 516 High Street, MS 9067; Bellingham, WA 98225 -  
9067**

### 2. GOALS AND OBJECTIVES (Due week two of the internship; plus a revised version attached to student's final evaluation):

During the first two weeks of the internship, the student works with the Agency Supervisor to develop the goals and objectives for the internship experience. (**Please review Appendix A.**) The objectives reflect specific tasks the student is to complete during the ten-week/400-hour internship. Objectives (see examples in **Appendix D**) are to be measurable and describe the student's tasks and the timeline used to accomplish the tasks. **Draft goals and objectives will be discussed at the initial site visit when that occurs (i.e., when the agency is a new site).** If distance prohibits a visit for a new site, the student must upload to Canvas their goals and objectives and subsequently discuss them via email, phone, or Skype with both supervisors by approximately the end of the second week. **If the agency is not a new one and there is no first site visit, then students must upload their required documents to Canvas.** Please note that the goals and objectives generally are revised and refined during the internship. **A final revised copy is required and is included with the internship evaluation documents submitted during the final site visit.**

### 3. WEEKLY INTERNSHIP SUMMARY REPORT (Due each week for ten weeks):

Students correspond each week, via Canvas, with their University Internship Supervisor through a "Weekly Internship Summary Report." The weekly report form and an example of a weekly report are included in **Appendix E**. Student Interns are required to also send their Agency Supervisors a copy of each weekly report emails.

Each week of the ten-week internship, the student outlines his/her:

- objectives for the week;
- internship progress;
- workload status/hours worked;
- highlights of the week;
- disappointments (if any);
- questions or requests for assistance from the Agency or University Internship Supervisor; and,
- a brief explanation of how the week's work was in line with CHES responsibilities/competencies.



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### **4. AGENCY SITE VISITS:**

The University Internship Supervisor meets with the Student Intern and the Agency Supervisor (first meeting occurs during the first three weeks when the agency is new, whenever is possible; and/or near the end of the ten-week period) during the course of the internship. The student is required to assist the University Internship Supervisor with scheduling a meeting time and space. Meetings take approximately 45 minutes to one hour. During the visits, some or all of the following are covered:

- a review of internship expectations of student, agency, and University;
- a review of the draft and final goals and objectives;
- a review of the Student Intern's progress and highlights of projects and activities;
- a visit to the Student Intern's work space and a tour of the facility/agency; and
- a review and discussion of evaluation procedures and final evaluation.

See **Appendices H** and **I** for final visit agendas for University Internship Supervisor's Final Visit with Student Intern and Final Visit with Agency Supervisor, respectively.

### **5. STUDENT INTERN GROUP MEETING:**

All Student Interns (within 100 mile radius of Bellingham) meet together mid-quarter for an all-day meeting, usually in Bellingham. The date for the meeting is communicated to the Agency Supervisor via the Student Intern. This date is set no later than the first week of the start-date of internships. An agenda for the meeting is included in the manual (**Appendix F**). A finalized agenda will be provided to Student Interns prior to the meeting. Meeting attendance is mandatory except for extenuating circumstances (e.g., internship site is out of state or further than 100 miles; important internship event is scheduled for same day).

### **6. RÉSUMÉ AND PORTFOLIO:**

The Student Intern fine-tunes the résumé and an E-Portfolio that was drafted in HLED 471 (see **Appendix G**). The Agency Supervisor is asked to review résumé and E-Portfolios prior to the completion of the internship. Although this is not required by agency supervisors, the feedback is highly valued by and useful to Student Interns. The University Internship Supervisor also reviews the résumé and portfolio as the end of the internship. Additionally, a final copy of the résumé is provided for inclusion in the student's file and, upon the student's agreement, used as a sample resume for future Community Health students.

### **7. INFORMATIONAL INTERVIEWS:**

Students are required to conduct at least two information interviews over the course of their 10-week internship. Students are encouraged to schedule interviews with interviewees who are professionals in specific health education positions of their interest (e.g., clinical, non-profit, local public health, etc.). Students may also interview professionals who are not in the health education field directly, but the intern must provide reasoning for the interview in their summary report (e.g., interest in the field) and how the interviewee's position relates to community health. Students must develop questions for the interviewee prior to the interview, and the questions should help the intern consider personal career development. Students are



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**required to summarize each interview in a one-page (double-spaced) report that explains who was interviewed (including the professional's specific position), why the interviewee was selected, what was learned from the interviewee, and how the interview informed the intern's thinking related to career pursuit and development.**

### **8. EVALUATION:**

The Agency Supervisor and Student Intern independently complete the Student Intern Evaluation that is included in the manual (**Appendix J**) and discuss their assessments with one another prior to the final internship site visit. The results of the evaluations are discussed with the Student Intern, Agency Supervisor, and University Internship Supervisor during the internship site visit that takes place towards the end of the internship. **The Student Intern's course grade (satisfactory or unsatisfactory) is recorded by the University Internship Supervisor upon receipt of the Agency Supervisor's evaluation and other requirements of the Internship (i.e., revised goals and objectives, 10 weekly reports, student self-evaluation, résumé, portfolio, CHES self-assessment, the Senior Exit Survey and the Internship Site Evaluation.**

### **9. LETTER OF REFERENCE:**

When appropriate, at the completion of the internship, the Student Intern is encouraged to ask the Agency Supervisor to be a reference for future job opportunities.

## **Requirements of the Community Health Internship Agreement Responsibilities of Student Intern**

1. Comply with the rules, regulations, and standards of the agency while conducting oneself in a professional manner.
2. Complete Internship Information Sheet (**Appendix L**), Student Acknowledgement of Responsibilities form (**Appendix M**), and obtain required student medical malpractice insurance and/or travel abroad insurance prior to internship. (**Appendix B**)
3. Report to the agency on time each day for a minimum of 37 hours/week for 10 weeks.
4. Notify both the Agency Supervisor and University Internship Supervisor if unable to report to work at any time during the internship.
5. Assume an attitude of willingness and flexibility within the agency.
6. Establish times to meet and work together with the Agency Supervisor.
7. Complete and submit goals, objectives, and program agreement to the University Internship Supervisor within the first two weeks of the internship. (Please review **Appendices A & C**)
8. Communicate weekly with the University Internship Supervisor using Weekly Reports.
9. Attend scheduled group student intern meeting (Location, time, and specifics are TBD).
10. Assist University Internship Supervisor in coordinating site visit date(s).
11. Complete résumé, E-Portfolio, self-evaluation, Senior Exit Survey (email to Community Health Program Coordinator), and the CHES self-assessment at the completion of the internship.

## Weekly Requirements of the Student Intern

A successful internship requires organizational and time management skills. To make your internship a positive and professionally useful experience, it is important that you are organized and aware of the expectations of Western Washington University and the internship agency. Student Interns are required to accomplish several tasks each week. They are encouraged to utilize a time management calendar for scheduling internship activities and requirements. **Please see list of forms/assignments that must be uploaded to Canvas by the end of the internship.**

### **WEEK 1: At Your Agency**

1. Work with your Agency Supervisor to develop your draft goals and objectives for your internship. When doing so, review the Responsibilities and Competencies of Entry-Level Health Education Specialists (**Appendix A**) and samples of goals and objectives (**Appendix C**).
2. Send to your University Internship Supervisor the following:
  - a. "Weekly Report - Week One" (**Appendix E**)
  - b. If not completed before the internship, sign the Western Washington University Internship Contract Agreement (**Appendix C**) with the agency. **Make a copy for your agency leader and submit a pdf version of the document to Canvas.**
3. Upload your Weekly Report – Week One to Canvas.

### **WEEK 2:**

1. Complete your draft goals and objectives prior to the University Internship Supervisor's initial visit.
2. Submit "Weekly Report - Week Two" to your Agency Supervisor
3. Upload your Weekly Report – Week Two to Canvas.

### **WEEK 3:**

1. Review the Senior Exit Survey (emailed to you by the Community Health Program Coordinator) and begin to 'jot down' ideas to respond to questions.
2. Email "Weekly Report – Week Three" to your University Internship Supervisor.
3. Upload your Weekly Report – Week Two to Canvas.
- 4.

### **WEEKS 4-10:**

1. **At the end of each subsequent week**, email the designated Weekly Report to your University Internship Supervisor, and submit the same report to Canvas.

### **WEEK 5 or 6 (TBD):**

1. Participate in the student intern group meeting hosted by the Community Health Program faculty, which is usually scheduled in Bellingham on Friday of the 6th week of the internship. (**Appendix F**)

### **WEEKS 9 and 10:**

1. During these weeks, assist your University Internship Supervisor in arranging an internship site visit with you and your Agency Supervisor. During the internship site visit, your professional portfolio will be reviewed and the following assignments will be collected (some of the following can also be submitted via Canvas your:



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- a. Final résumé
  - b. Student Intern self-evaluation,
  - c. Revised goals and objectives, and
  - d. CHES self-assessment.
2. Submit your Senior Exit Survey to the Community Health Program Coordinator.



# **Materials for Agency Supervisor**



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Dear Agency Supervisor:

The purpose of this letter is to *thank you* for supervising a WWU Community Health Student Intern and explain the knowledge, skills, and capacity of your Student Intern. This information may prove helpful as you explore the ways the Student Intern can assist your agency, and as you and your Student Intern draft goals and objectives for the 10 week internship.

Prior to their senior year, Community Health majors focus on content courses including Consumer & Environmental Health; Drugs & Society; Sexuality & Society; Health Promotion and Disease Prevention; Nutrition; Anatomy and Physiology; Exercise Physiology; and Chemistry. Their final year is devoted to developing the competencies and skills needed by entry-level health educators (See **Appendix A**). Thus, student take the following practice-based courses: Principles and Foundations of Health Education; Methods and Materials in Health Education; Health Program Planning and Implementation; Program Evaluation and Research Design; Community Health; Epidemiology and Biostatistics; Organization and Administration of Community Health Programs; and Health Communication and Social Marketing. In these 400-level courses, students learn and practice:

- Public speaking and presentation skills;
- Primary and secondary research skills (e.g., reviewing peer-reviewed journal articles and statistical data bases; collecting primary data using survey instruments);
- Brochure, flyer, bulletin & display board, web page, and PowerPoint presentation development;
- Development of health education programs and social marketing campaigns that are based on primary and secondary needs assessments, social determinants of health, and health behavior change theories;
- Development of health education lesson plans;
- Research and evaluation skills;
- Writing press releases and creating public service announcements; and,
- Writing small grant proposals.

In addition to their coursework, all of our students have participated in community health-related volunteer and service learning opportunities. We hope the information provided in this manual will be helpful to you, and please let me or the faculty supervisor assigned to your intern know if you have questions. Again, thank you for your time, supervision, and guidance of our new health education colleague. You are one of the reasons our graduates are so well prepared to practice health education after they graduate.

Sincerely,

*Ying Li*

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 Associate Professor & Program  
 Coordinator of Community Health  
 360-650-3513  
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### **Requirements of the Community Health Internship Agreement Responsibilities of Internship Agency**

1. Provide **ten weeks of full-time** health education work experience for the Student Intern.
2. Provide the student with a variety of meaningful tasks, projects, and experiences that are reflective of an entry-level health educator position within the agency. (Please review **Appendix A.**)
3. Provide regular meeting times, support, direction, and feedback throughout the quarter, including an orientation to the agency.
4. Provide student with a workstation and assist in developing goals/objectives (**Appendix A & C.**)
5. Serve as the student's supervisor on a full-time basis for the ten-week internship.
6. Complete the Student Intern Evaluation Form during the ninth or tenth week of the internship and discuss results with the student.
7. Confer with University Internship Supervisor should questions arise.
8. Notify University Internship Supervisor if the Agency Supervisor will be out of town or on vacation during any portion of the internship.

### **Weekly Requirements of Agency Supervisor**

To help ensure a positive internship experience for both you and the student, below is a suggested list of tasks for you to complete each week with your Student Intern.

#### **WEEK 1:**

1. Work with your Student Intern to develop goals and objectives for the internship. Review the Responsibilities and Competencies of Entry-Level Health Educators (**Appendix A**) and samples of goals and objectives (**Appendix C**).
2. If not completed before the internship, sign the Western Washington University Internship Contract Agreement. (**Appendix C**)
3. Review the Student Intern's "Weekly Report – Week One" (**Appendix E**), which will be emailed by the student.

#### **WEEK 2:**

1. Finalize Student Intern draft goals and objectives in time for the University Internship Supervisor's initial visit.
2. Review the Student Intern's "Weekly Report – Week Two" (**Appendix E**)
3. Meet with University Internship Supervisor and Student Intern for initial internship University Supervisor's site visit when the site is new.

#### **WEEKS 3-10:**

1. Review the Student Intern's "Weekly Report – Week Three" (**Appendix E**)
2. Support Student Intern in identifying other health education and promotion professionals with which to conduct two required informational interviews.



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### WEEKS 9 and 10:

1. Work with your Student Intern to revise the internship goals and objectives to reflect all work completed during the 10-week internship period.
2. Complete the Student Intern Evaluation Form (**Appendix J**). Meet with Student Intern to compare their Student Intern Evaluation Form with your Student Intern Evaluation Form. Discuss any discrepancies.
3. Review Student Intern résumé and portfolio.
4. Complete Agency Supervisor Feedback Form (**Appendix K**)
5. Meet with University Internship Supervisor for internship site visit (**Appendices H and I**)



# **Materials for University Internship Supervisor**

## **Responsibilities of Western Washington University Faculty Supervisor**

1. Provide support and assistance for both the Student Intern and the Agency Supervisor.
2. Establish general goals, standards, and requirements for the internship.
3. Maintain contact with Student Intern and Agency Supervisor.
4. Monitor Student Intern progress by reading “Weekly Reports” and responding to requests for assistance in a timely fashion.
5. Provide all necessary paperwork and evaluation forms to the Student Intern and Agency Supervisor.
6. Serve as a mediator when necessary.
7. Facilitate group meeting and complete necessary documentation (e.g., grade).
8. Ensure Student Intern’s tasks are, for the most part, in line with the CHES responsibilities and competencies.

## **University Internship Supervisor’s Timeline and Tasks**

### **During HLED 471:**

- Student Intern submits via Canvas (as a scanned pdf document) Student Intern Information/Contact Sheet (**Appendix L**).
- Collect proof of Student Intern Malpractice Insurance and put into advising folder.
- Student Intern drafts resume, E-Portfolio, and cover letter that may be used by the students to secure an internship.
- Student completes Affiliation Agreement for WWU and agency, if needed.
- Student completes onboarding paperwork for internship site, if needed.
- Provide student a copy of the Community Health Internship.

### **Three to Four Weeks Prior to the Internship:**

- Student ensures that all tasks above (that were to be completed in HLED 471) are indeed complete.
- Student provides agency leader a copy of the Community Health Internship (if needed).

### **Second to Third Week of the Internship:**

- Conduct initial site visit when the agency is new (unless distance permits a visit) with Student Intern and Agency Supervisor. If distance is a barrier, the visit is made via email, Skype, or phone. Review goals, objectives, and Student Intern projects at time of initial site visit when the agency is new, or on Canvas when the agency is not new. Discuss purpose of student intern group meeting.
- Confirm date for the mid-quarter student intern group meeting.
- Email directions for location of student intern group meeting and remind Student Interns to review agenda for group meeting. (**Appendix F**)

### **Second through Tenth Week of the Internship:**

- Review and respond to Student Intern’s Weekly Reports. Students are contacted at any point in the internship if they are behind in their paperwork.



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### **Fifth or Sixth Week of the Internship:**

- Facilitate group meeting of student interns.
- Discuss internship site visit at agency (site visit is usually conducted during week nine or ten of the internship).
- Refer Student Intern to site visit expectations located in internship manual (**Appendices H and I**).

### **Seventh Week of the Internship:**

- Call or e-mail Student Intern to confirm site visit date and time.
- Provide Student Intern and Agency Supervisor with site visit agenda.

### **Ninth or Tenth Week of the Internship:**

- Conduct final internship site visit with Student Intern and Agency Supervisor to evaluate student and review final materials.
- Ensure Agency Supervisor Feedback Form has been disseminated to all agency leaders (**Appendix K**).
- Ensure CHES self-assessment has been disseminated to all Student Interns.



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# Appendices

## Community Health Internship Program

### **Appendix A: Responsibilities and Competencies of Entry-Level Health Education Specialist**

<b>AREA I: ASSESS NEEDS, RESOURCES, AND CAPACITY FOR HEALTH EDUCATION/PROMOTION</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Competency 1.1: Plan assessment process for health education/promotion</li> <li><input type="checkbox"/> Competency 1.2: Access existing information and data related to health</li> <li><input type="checkbox"/> Competency 1.3: Collect primary data to determine needs</li> <li><input type="checkbox"/> Competency 1.4: Analyze relationships among behavioral, environmental, and other factors that influence health</li> <li><input type="checkbox"/> Competency 1.5: Examine factors that influence the process by which people learn</li> <li><input type="checkbox"/> Competency 1.6: Examine factors that enhance or impede the process of health education/promotion</li> <li><input type="checkbox"/> Competency 1.7: Determine needs for health education/promotion based on assessment findings</li> </ul>	<b>AREA V: ADMINISTER AND MANAGE HEALTH EDUCATION/PROMOTION</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Competency 5.1: Manage fiscal resources for health education/promotion programs</li> <li><input type="checkbox"/> Competency 5.2: Manage technology resources</li> <li><input type="checkbox"/> Competency 5.3: Manage relationships with partners and other stakeholders</li> <li><input type="checkbox"/> Competency 5.4: Gain acceptance and support for health education/promotion programs</li> <li><input type="checkbox"/> Competency 5.5: Demonstrate leadership</li> <li><input type="checkbox"/> Competency 5.6: Manage human resources for health education/promotion programs</li> </ul>
<b>AREA II: PLAN HEALTH EDUCATION/PROMOTION</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Competency 2.1: Involve priority populations, partners, and other stakeholders in the planning process</li> <li><input type="checkbox"/> Competency 2.2: Develop goals and objectives</li> <li><input type="checkbox"/> Competency 2.3: Select or design strategies/interventions</li> <li><input type="checkbox"/> Competency 2.4: Develop a plan for the delivery of health education/promotion</li> <li><input type="checkbox"/> Competency 2.5: Address factors that influence implementation of health education/promotion</li> </ul>	<b>AREA VI: SERVE AS A HEALTH EDUCATION/PROMOTION RESOURCE PERSON</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Competency 6.1: Obtain and disseminate health-related information</li> <li><input type="checkbox"/> Competency 6.2: Train others to use health education/promotion skills</li> <li><input type="checkbox"/> Competency 6.3: Provide advice and consultation on health education/promotion issues</li> </ul>
<b>AREA III: IMPLEMENT HEALTH EDUCATION/PROMOTION</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Competency 3.1: Coordinate logistics necessary to implement plan</li> <li><input type="checkbox"/> Competency 3.2: Train staff members and volunteers involved in implementation of health education/promotion</li> <li><input type="checkbox"/> Competency 3.3: Implement health education/promotion plan</li> <li><input type="checkbox"/> Competency 3.4: Monitor implementation of health education/promotion</li> </ul>	<b>AREA VII: COMMUNICATE, PROMOTE, AND ADVOCATE FOR HEALTH, HEALTH EDUCATION/PROMOTION, AND THE PROFESSION</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Competency 7.1: Identify, develop, and deliver messages using a variety of communication strategies, methods, and techniques</li> <li><input type="checkbox"/> Competency 7.2: Engage in advocacy for health and health education/promotion</li> <li><input type="checkbox"/> Competency 7.3: Influence policy and/or systems change to promote health and health education</li> <li><input type="checkbox"/> Competency 7.4: Promote the health education profession</li> </ul>
<b>AREA IV: CONDUCT EVALUATION AND RESEARCH RELATED TO HEALTH EDUCATION/PROMOTION</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Competency 4.1: Develop evaluation plan for health education/promotion</li> <li><input type="checkbox"/> Competency 4.2: Develop a research plan for health education/promotion</li> <li><input type="checkbox"/> Competency 4.3: Select, adapt, and/or create instruments to collect data</li> <li><input type="checkbox"/> Competency 4.4: Collect and manage data</li> <li><input type="checkbox"/> Competency 4.5: Analyze data</li> <li><input type="checkbox"/> Competency 4.6: Interpret results</li> <li><input type="checkbox"/> Competency 4.7: Apply findings</li> </ul>	To view the 258 <i>sub-competencies</i> identified in the 2015 National Health Educator Job Analysis (HEJA) skills and competencies update project, please visit The National Commission for Health Education Credentialing, Inc. Website: <a href="http://www.nchec.org">www.nchec.org</a>



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### Appendix B: Student Medical Malpractice Insurance Program

Risk Management  
 Old Main 400A, MS-9044  
 (360) 650-3065  
[paul.mueller@wwu.edu](mailto:paul.mueller@wwu.edu)

**On-Line Enrollment and Cost:** On-line enrollment only is available here  
[https://commerce.cashnet.com/cashnetg/selfserve/EditItem.aspx?PC=RM1-MP\\_INSUR&ItemCount=1](https://commerce.cashnet.com/cashnetg/selfserve/EditItem.aspx?PC=RM1-MP_INSUR&ItemCount=1)

The cost for this insurance is a flat fee of \$19.00 for 12 months of coverage from the date the fee is paid. The fee can be paid by a valid credit card (MasterCard, Discover and American Express cards are accepted) or debit card payment from your personal checking or savings account. It is the student's responsibility to make sure their premium is paid and their coverage is current.

**Description:** WWU's Student Medical Malpractice Insurance Program insures the professional liability of WWU students who furnish mental and physical healthcare-related professional services during internship or field experience work as required under a related degree curriculum. Students must be enrolled and engaged in an internship or field experience course, or any of the student's related degree curriculum courses, at the time of internship or field experience work.

Examples include athletic trainer, mental health counselor, school counselor, dance therapist, drug and alcohol counselor, marriage and family counselors, audiologist, language-speech pathologist, dietitian, physical therapist, social worker, occupational therapist, and services in the physical education, health and recreation fields. If you are unsure whether your position can be covered, e-mail [paul.mueller@wwu.edu](mailto:paul.mueller@wwu.edu) with your question.

**Coverage:** The policy provides professional liability insurance for the student, and also provides coverage for faculty who are supervising and instructing the students. It covers what the student or faculty may be legally obligated to pay for bodily injury or property damage caused by a negligent act or omission arising out of the rendering of healthcare-related professional services by the student. The limit of liability is \$1,000,000 per occurrence, with a \$3,000,000 annual aggregate per school. General liability insurance is also included with a limit of \$1,000,000. Higher limits are not available. Of course, coverage is limited to the insurance policy's terms, conditions and exclusions.

**Evidence of Coverage:** Evidence of coverage is not provided automatically. However, a student may request a copy of a certificate of insurance by e-mailing a request to [paul.mueller@wwu.edu](mailto:paul.mueller@wwu.edu).

**Claims:** Potential and actual claims must be reported immediately to [paul.mueller@wwu.edu](mailto:paul.mueller@wwu.edu) by the academic department in charge of the student. Risk Management will administer the claim at that time.

**Important Notice:** This summary is designed to give you a general overview of the insurance coverage. It should be construed as a representation or legal interpretation of coverage. Coverage may change without notice. Contact Risk Management for specific information about the program and coverage terms, conditions and exclusions.



## Community Health Internship Program

### Appendix C: Internship Contract Agreement

This establishes an agreement between Western Washington University and

\_\_\_\_\_ as an internship facility for  
(agency)

\_\_\_\_\_ undertaking the Community Health Internship this \_\_\_\_\_.  
(student) (quarter & year)

The purpose of this internship is to provide the student with a challenging educational experience in a health education/health promotion work environment.

The Internship Program objectives focus on assisting the Student Intern to

1. develop a working knowledge of the agency's programs and projects.
2. experience on-the-job, full-time work for a ten-week period.
3. participate in an agency's educational activities.
4. apply health education theories and methods.
5. refine written and verbal communication skills; computer and decision-making skills.
6. utilize organizational and planning skills.
7. enhance skills in planning, designing, marketing, implementing, and evaluating health education strategies, interventions, and programs.
8. participate in setting work priorities.
9. discover areas of professional preparation that need to be strengthened.

\_\_\_\_\_  
Student Intern's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Agency Supervisor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
University Internship Supervisor's Signature

\_\_\_\_\_  
Date

Please complete this Internship Agreement during the first week of the internship and mail or hand to the University Internship Supervisor, Community Health Program - HHD Department, Carver 102, MS 9067, Western Washington University, 516 High Street, Bellingham, WA, 98225. (Prior to signing the WWU Internship Contract Agreement form, please read "Internship Manual" and the "Requirements of the Community Health Internship Agreement: Responsibilities of Student Intern, Internship Agency, and Western Washington University." Review these with the student during the first week of the internship.)



## Community Health Internship Program

### **Appendix D: Sample # 1 Internship Goals and Objectives Community Non-Profit Agency**

The following statements provide an example of goals and objectives written by a recent student who interned at a non-profit community agency.

- I. Develop an understanding of the organizational structure and function of a non-profit agency engaged in community and school health promotion
  - a. Participate in tour of service areas, including Tukwila, SeaTac, and White Center schools
  - b. Meet with site managers
  - c. Conduct interviews with key informants of CSC organization
  - d. Research association between health and academic achievement
- II. Develop understanding of role of health coordinator in non-profit agency engaged in community and school health promotion
  - a. Participate in organizational and other professional meetings and trainings
    - i. Attend Healthy Schools Summit debrief and planning meetings
    - ii. Participate in CSC Health Coordination logic model planning session
    - iii. Participate in planning committee for refugee summer program (Refugee Summer Success Club)
    - iv. Participate in CSC/HealthPoint collaboration meeting(s) (i.e. collaboration between CSC and secondary school health center to increase student utilization of health center)
    - v. Attend Global to Local Initiative meeting
    - vi. Attend Burma 101 – training on working with Burmese refugee populations
    - vii. Attend Pathways to Wellness Refugee Mental Health training
  - b. Shadow health coordinator and director
- III. Develop curricula and plan programs for implementation in participating schools
  - a. Research personal health curriculum for refugee summer program
  - b. Create personal health curriculum for refugee summer program
    - i. Develop 4 lesson plans for students/participants to last 60-90 minutes
    - ii. Implement health education portion of refugee summer program
  - c. Research curriculum for secondary school health center (HealthPoint) for classroom implementation
    - i. Research curriculum on:
      - 1. Healthy relationships
      - 2. Nutrition
      - 3. Sexual/Reproductive Health
    - ii. Create presentation on eHealth literacy
      - 1. Conduct literature review of adolescent health literacy & eHealth literacy
      - 2. Develop suggested lesson plan ideas, including recommended topics and activities
  - d. Review Seattle Children's Hospital's "Healthy Habits" curriculum
- IV. Coordinate scheduling for school-based physical clinics



## Community Health Internship Program

- a. Create bilingual postcards and flyers for distribution to families
  - b. Organize postcard mailings and back-to-school reminder flyers for Tukwila families
  - c. Schedule appointments for participants
  - d. Manage on-site logistics during physical clinics
- V. Coordinate appointments for school-based dental screening program (i.e. Smile Partners)
- a. Collaborate with partners to schedule appointments with Showalter Middle School children who didn't receive screenings during the 2009-2010 school year
  - b. Schedule appointments for children for dental screenings during August physical clinics
- VI. Collaborate with other CSC staff to create recommendations for CSC programs' physical activity, nutrition, and related cultural competency policies
- a. Research state and federal guidelines on physical activity and nutrition
  - b. Conduct literature review on policy recommendations for physical activity and nutrition guidelines for programs serving diverse youth
  - c. Compile list of suggestions for inclusion in CSC's physical activity and nutrition policy
- VII. Develop program outline for CSC's upcoming Safe Routes to School program
- a. Review literature on Safe Routes to School, especially in low-income schools
  - b. Create program plan recommendations
- VIII. Select applicant to present at ASHA conference with CSC staff
- a. Review applications from Tyee campus
  - b. Recommend top 2 candidates to attend conference
- IX. Create staff wellness newsletter
- a. Research relevant health topics for staff newsletter
  - b. Write health articles for future newsletters
- X. Develop materials for professional portfolio
- a. Update resume
  - b. Add new, relevant materials to portfolio
  - c. Refine portfolio contents and organization
- XI. Acquire knowledge of various professionals' involvement in health education/promotion
- a. Prepare a list of potential candidates for interviews
  - b. Conduct two informational interviews with health promotion/education professionals

## Community Health Internship Program

### **Appendix D: Sample # 2 Internship Goals and Objectives Hospital-Based Program**

The following statements provide an example of goals and objectives written by a recent student who interned at Swedish Cancer Institute in Seattle.

1. Gain better understanding of the role of a health educator in Swedish Cancer Institute (SCI)
  - a. Acquire knowledge of the various duties, roles, and responsibilities of a health educator
    - i. Participate in planning meetings
      1. Skin Cancer Class (New Advancements in Skin Cancer)
        - a. Assist in organizing an informational event for the community concerning advancements in skin cancer
        - b. Research safe sunscreen through the Environmental Working Group
        - c. Contact sunscreen companies for donations and branding opportunities
      2. SummerRun
        - a. Organize a display table with information about SCI
        - b. Act as a representative for the Cancer Education Center (CEC) and the SCI
      3. Survivorship Event
        - a. Collaborate with community partner to hold informational event in the lobby of the SCI
        - b. Invite community partners to table at the event
        - c. Assist with event logistics (signage, layout, menu, and volunteer responsibilities)
        - d. Organize and obtain giveaways for exhibitors
      4. SCI New Providers Celebration
        - a. Assist in planning and organizing an event to introduce new surgical staff and celebrate Swedish's 100<sup>th</sup> anniversary
    - ii. Assist with preparations for integrated care patient education classes
      1. Prepare evaluations
      2. Work on AMP to organize rosters
    - iii. Complete full-time, 10-week internship in CEC
      1. Participate in day-to-day preparations and responsibilities in the center
  - b. Conduct 10 CEC informational interviews with Swedish staff in health education oriented positions
  - c. Conduct two internship informational interviews
2. Utilize organization and planning skills
  - a. Collaborate with Swedish Medical Center (SMC) Education Centers on public education events
    - i. Bone Density Screening On Ballard Campus
      1. Provide free bone density screenings to senior citizens
      2. Assist with registration and consent forms
      3. Set up and take down event materials
    - ii. Skin Cancer Class (New Advancements in Skin Cancer)
    - iii. Survivorship Event
3. Participate in CEC educational activities
  - a. Act as a resource person to CEC visitors
    - i. Access online information resources
    - ii. Offer in-center reference materials



## Community Health Internship Program

- iii. Provide visitors with relevant complementary brochures, booklets, or information packets
- iv. Direct visitors towards support services within the Swedish Network, such as integrated care classes and support groups
- v. Connect visitors with Oncology Social Workers or the ACS Patient Navigator for additional support services
- vi. Ensure that materials are up-to-date
  - 1. Monitor resources in the CEC
  - 2. Find replacements for outdated materials
  - 3. Review new incoming materials for the CEC
- b. Assist Shannon Marsh (ACS Patient Navigator) with wig fittings
  - i. Assist patients with one-on-one wig fittings
- c. Connect visitors with additional resources in the community
  - i. Gilda's Club
  - ii. Cancer Lifeline
  - iii. Northwest Hope and Healing
- 4. Discover areas of professional preparation that need to be strengthened
  - a. Receive feedback throughout quarter from site supervisor on areas of weakness that could be improved
  - b. Complete final evaluations to assess personal areas for improvement
  - c. Submit weekly reports to be reviewed by university internship supervisor
- 5. Refine written and oral communication skills
  - a. Develop and complete an Art Therapy Podcast
    - i. Guide podcast creation process
    - ii. Assist in creation of podcast script
    - iii. Submit podcast script to summit committee for approval
    - iv. Take photographs of art therapy supplies to be included in the final podcast
    - v. Work with medical photographer to produce podcast
  - b. Further develop "Plugged-In To Your Health: Cancer Podcast Program" booklet
    - i. Include new video podcasts in pre-existing booklet
    - ii. Edit and create overviews for 23 previous podcast scripts
  - c. Write a Patient Update Article for the Winter Issue
    - i. Look into old Patient Updates articles to identify need for new information or holes in subject areas that could be filled
    - ii. Collaborate with a speaker to create cover article
- 6. Gain additional experience relating to medical health care
  - a. Attend additional events throughout the hospital
    - i. Attend Tumor Boards
      - 1. Gain insight in communication between medical providers on rare medical cases
  - b. Conduct two CEC informational interviews with healthcare professionals
- 7. Create materials for future employment: résumé and update and refine portfolio

## Community Health Internship Program

### **Appendix D: Sample # 3 Internship Goals and Objectives Public Health Department**

The following statements illustrate a previous student intern's statements for an internship in a public health department in Alaska.

- I. Develop an understanding of the infrastructure of the Municipality of Anchorage and the Department of Health and Human Resources.
  - A. Acquire knowledge of the various functions, duties, and roles that local health departments serve in their community.
    1. Attend Department orientation and participate in informational interviews.
    2. View video *A Day in the Life of Public Health*.
  - B. Attend staff and professional meetings.
    1. Observe the workings of Bi-monthly staff meetings, public hearings, and Commission hearings.
    2. Investigate how coalitions operate and how to move them along effectively.
- II. Acquire the skills needed to collect and analyze data and develop public health policy.
  - A. Improve organizing skills.
    1. Use an organizer.
    2. Read *Seven Habits of Highly Effective People*.
  - B. Enhance computer and Internet search skills.
    1. Explore advance functions of Microsoft Work, Outlook, Office, etc.
    2. Conduct Internet searches.
  - C. Develop professional standards and practices for data collection and analysis.
    1. Utilize critical thinking skills when reviewing research.
    2. Distinguish between creditable and less-creditable sources.
  - D. Display an understanding on how to use Geographical Information System (GIS).
    1. Assist with GIS project on domestic violence in Anchorage by conducting field research with partnering organizations and agencies.
    2. Work with data collection departments of Anchorage Police Department, Volunteers of America, Anchorage Youth Court, and Anchorage School District to determine ways to collect data for use with GIS project.
  - E. Develop educational campaigns to convey information to the public effectively.
    1. Assist in developing public information materials (posters, brochures, web sites).
    2. Review and edit Department publications (Department brochure, Child Success Pyramid poster, Department web pages and others as developed).
- III. Develop a thorough knowledge of several communities in Alaska.
  - A. Explore Alaska's environment by visiting national parks and monuments.



## Community Health Internship Program

### Appendix E: Weekly Internship Summary Report

Student Interns complete one summary sheet for each of the ten weeks of their internship. Student Interns should be as detailed as possible. Students email the reports to their University Internship Supervisor at the end of each week.

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

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

Agency Supervisor: \_\_\_\_\_

Dates: \_\_\_\_\_ Hours worked this week: \_\_\_\_\_ Total hours worked: \_\_\_\_\_

#### **Objectives/Activities**

List week's objectives and describe the activities you accomplished to meet these objectives.

#### **How is your workload and level of structure?**

Is there too much or too little supervision? Do you need more/fewer tasks?

#### **Things That Went Well**

List highlights/gains/accomplishments for the week.

#### **Things That Did Not Go So Well**

List disappointments in your internship, if any, that you experienced this week.

#### **Need for Assistance**

List any questions/problems you have for which you would like assistance from your University Internship Supervisor or Agency Supervisor.

#### **CHES Responsibilities and Competencies**

Provide a brief explanation of how the week's work is in line with CHES competencies. List specific competencies.



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### Appendix F: Student Intern Group Meeting Agenda (TBD)

Suggested Agenda: The following agenda items provide direction for your preparation for the required group meeting of student interns.

1. Greetings and Introductions
  - Brief Overview of the Day
  - Student catch-up with classmates
2. Student Intern presentations (7-15 minutes, time varies depending on the number of attendees) that cover the following:
  - Agency mission and population it serves
  - Internship activities and projects
  - Highlights of accomplishments
  - Sharing of newly learned facts/information/skills
  - Sharing of goals and objectives (bring or email copy for each student)
3. Informational Interviews: Use questions in manual (at least one should be completed/typed)
  - Share results of informational interviews and provide highlights
  - Provide assistance in locating interviewees
4. Discussion items:
  - Western graduation details: commencement arrangements; fulfillment of B.S. degree and university requirements
  - Internship Evaluation process
5. Review final site visit date with Agency and Student Intern
  - Review agenda in Student Manual
  - Internship Evaluation process

We will have lunch during our mid-quarter meeting. The meeting usually lasts until 3:30-4pm.

### Appendix G: Professional Portfolio

It is highly recommended that you add to your portfolio of previous course projects and other work, examples of work completed during the course of your internship. This updated portfolio gives you the opportunity to make your resume come to life and to illustrate your professional skills during an interview. It may be the key to setting yourself apart from other candidates when applying for a position.

#### Possible Category Titles and Materials

##### Personal Materials

Your résumé

Your philosophy

##### Health Education Materials

Lesson plans

PowerPoint Presentations

Posters

Brochures

WebPages

Movies or Photovoice projects

##### Program Plans or Program Planning Projects

Health Education Program

Social Marketing Campaign

##### Research and Grant Projects

##### Other Writing Samples

Memo and/or agenda for meeting arranged or facilitated

Letter (use agency letterhead, if possible)

Public service announcements

Press releases

Podcasts

Newsletters

**Note.** Western Washington University's Career Services Center is an excellent resource for portfolio development; you can access their services for six months post-graduation, and after that time, there is a small fee for some of their services.

### **Appendix H: University Internship Supervisor's Visit (Information for Student Intern)**

A virtual or face-to-face site visit is scheduled during the last two weeks of the internship, and is a time for reflection and a recap of activities and projects. The University Internship Supervisor may cover the following topics. The focus of the visit, however, is often on discussing the agency supervisor's evaluation of the Student Intern and the intern's self-evaluation.

1. Review of revised internship goals and objectives
2. Review of student's internship file
3. Review of portfolio & résumé
4. Highlights of the internship
5. Areas for further improvement/development
6. Things learned about self and health education during internship
6. Evaluation/End of Quarter Expectations
  - The University Internship Supervisor, Agency Supervisor, and Student Intern will discuss the results of the student's and Agency Supervisor's evaluations.
  - Check for completion of CHES self-assessment and Senior Exit Survey.
  - Check for completion of all other requirements by this site visit.
7. Next Steps for You
  - Graduation
  - Job hunting
  - Take the Certified Health Education Specialist Exam (CHES)



## Community Health Internship Program

### **Appendix I: University Internship Supervisor's Final Visit (Information for Agency Supervisor)**

The University Internship Supervisor meets with the Agency Supervisor and Student Intern during the last two weeks of the internship to exit the student from the internship. The following questions may be used as a guide for the University and/or Agency Supervisors while engaging in the final meeting. Either supervisor may ask additional questions, however.

Questions addressed during the site visit:

1. Overall, how has the internship gone for you, the agency, and the student?
  
2. In relation to the Student Intern,
  - What strengths have you noticed?
  - What areas for growth do you suggest at this time?
  - Please comment on how satisfactory the evaluation instrument is in addressing the student's skills.
  
3. What recommendations can you offer that would better prepare Western Washington University Community Health majors for internships and other work in the field?
  
4. What are your future needs for Western Washington University Community Health Student Interns?
  - Specific skills the Student Interns need to possess.
  - Have you a current internship description for your agency that we can include in our file?



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### Appendix J: Student Intern Evaluation Form

(To be completed independently by both the Student Intern and the Agency Supervisor)

**Student Intern:** \_\_\_\_\_ **Dates of Internship:** \_\_\_\_\_

**Organization/Agency:** \_\_\_\_\_

**Agency Supervisor:** \_\_\_\_\_

#### **Performance Evaluation**

Directions: Please rate each aspect of the student's performance using the designated scale. Added comments can be useful and are appreciated on any one performance item, but especially when for items rated "Improvement Possible" or "Improvement Necessary."

Scale	Descriptors
<b>Very Effective</b>	Performance frequently exceeds normally expected levels. Shows a high degree of proficiency in performance.
<b>Effective</b>	Performance is consistent at normally expected, acceptable levels. No major areas of necessary improvement can be cited.
<b>Improvement Possible</b>	Performance meets less than normally expected standards. Steps to improve are suggested.
<b>Improvement Necessary</b>	Performance is consistently below normally expected standards. Improvement is required.
<b>No Opportunity to Observe</b>	The student's activities have not included an opportunity to practice a particular skill or be observed.

	Very Effective	Effective	Improvement Possible	Improvement Necessary	No Opportunity to Observe	Comments
<b>PERFORMANCE EVALUATION</b>						
<b><u>Academic Preparation (i.e., knowledge, skills, capacity)</u></b>						
a. Understands the basic responsibilities and competencies & skills needed to be an effective community health educator						
b. Uses sound principles of health education practice (e.g., assess needs, use evidence-based information, identify contributing factors of health problems, apply behavioral theories & planning models, etc.)						
<i>Planning</i>						
a. Demonstrates knowledge of the process of developing effective health strategies, interventions, programs, and projects						
b. Writes realistic and measurable program objectives						
c. Selects appropriate methods & materials to meet objectives (e.g., project and/or internship objectives)						
<i>Communication</i>						
a. Demonstrates clarity and effectiveness in written communication						
b. Demonstrates clarity and effectiveness in oral communication						
c. Demonstrates basic computer skills (e.g., Microsoft Office, Internet research)						



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	Very Effective	Effective	Improvement Possible	Improvement Necessary	No Opportunity to Observe	Comments
<b>PERFORMANCE EVALUATION</b>						
<i>Communication (con't.)</i>						
d. Prepares accurate, well-documented work and reports						
<i>Management/Implementation</i>						
a. Uses logical, organized steps in program/project planning and implementation						
b. Organizes and manages time effectively; follows through on assigned tasks						
c. Emphasizes quality when applying technical skills						
<i>Professional Development</i>						
a. Accepts feedback and suggestions openly and objectively						
b. Demonstrates growth in skills and knowledge						
c. Articulates career goals and plans						
<b>Professionalism</b>						
a. Displays initiative & works independently						
b. Displays critical thinking skills						
c. Demonstrates interpersonal skills; appropriate team-work						

<b>PERFORMANCE EVALUATION</b>	Very Effective	Effective	Improvement Possible	Improvement Necessary	No Opportunity to Observe	<b>Comments</b>
<i>Professionalism (cont.)</i>						
d. Shows enthusiasm for and commitment to work						
e. Displays flexibility: ability to adapt to new and changing conditions						
f. Displays responsibility, reliability, punctuality						
g. Makes appropriate independent judgments & decisions						
h. Demonstrates a positive attitude						
i. Demonstrates emotional maturity						
j. Responds appropriately under stress						

**Professional Strengths**

**Accomplishments worthy of recognition**

**Recommendations for Continued Professional Growth**

**Additional Comments**



## Community Health Internship Program

### Appendix K: Site Supervisor Feedback Sheet

Thank you very much for your willingness to work closely with one or more Western Washington University (Western) Community Health intern. Western's Community Health Program faculty are grateful our students have the opportunity to learn from your expertise during their field experience.

Your knowledge, experience, and insight are central to each graduate's success in their health education career. As a way to continue to improve our students' internship experiences, and our Community Health Program at large, we ask that you **please take a few minutes to complete this survey and return it to Dr. Ying Li (Community Health Program Coordinator) at [ying.li@wwu.edu](mailto:ying.li@wwu.edu) by August 31.**

If you prefer, you can send a hard copy to: Dr. Ying Li, WWU, 516 High Street, Carver 102, Bellingham WA, 98225.

*Your feedback is valuable and helps shape the internship requirements and program!*

**YOUR NAME:** \_\_\_\_\_  
\_\_\_\_\_

**NAME OF AGENCY:** \_\_\_\_\_  
\_\_\_\_\_

**NAMES OF INTERN(S):** (A) \_\_\_\_\_ (B) \_\_\_\_\_

(C) \_\_\_\_\_ (D) \_\_\_\_\_  
(E) \_\_\_\_\_

1. The intern was prepared to engage in and complete the expected tasks.

<b>Student (A):</b>	Strongly Agree	Agree	Disagree	Strongly Disagree
<b>Student (B):</b>	Strongly Agree	Agree	Disagree	Strongly Disagree
<b>Student (C):</b>	Strongly Agree	Agree	Disagree	Strongly Disagree
<b>Student (D):</b>	Strongly Agree	Agree	Disagree	Strongly Disagree
<b>Student (E):</b>	Strongly Agree	Agree	Disagree	Strongly Disagree

Please explain your response(s) here:



## **Community Health Internship Program**

2. Based on your observation of the performance of the intern(s), please explain any deficiencies in Western's Community Health Program. Specifically, provide any curriculum changes/recommendations you have for the Program.
  3. Based on your professional experience in health education, explain any emerging skills and/or concepts that you foresee becoming important in the future and that you recommend we include in Western's Community Health Program curriculum.
  4. If you have additional comments, please provide them here:

**Thank you very much for your feedback!**



## Community Health Internship Program

### Appendix L: Student Intern Information/Contact Sheet

Please complete this form three to six weeks prior to the beginning of your internship and mail/hand to your University Community Health Internship Supervisor.

Student's Name: (Please Print) \_\_\_\_\_

Student ID Number: \_\_\_\_\_ Student Email: \_\_\_\_\_

Student's Mailing Address during Internship: \_\_\_\_\_  
\_\_\_\_\_

Student Work Phone: ( ) \_\_\_\_\_ Home Phone: ( ) \_\_\_\_\_

Internship Agency Name: \_\_\_\_\_

Agency Address: \_\_\_\_\_  
\_\_\_\_\_

Agency Fax: \_\_\_\_\_

Internship Agency Supervisor: \_\_\_\_\_ Phone: ( ) \_\_\_\_\_

Internship Agency Supervisor Title: \_\_\_\_\_

Agency Supervisor Email: \_\_\_\_\_

Internship Term: Year: \_\_\_\_\_ Quarter (circle): F W S SS

Starting Date of Internship: \_\_\_\_\_

(Note: Internships start on Monday of the first week of quarter; summer session starts one week earlier)

Ending Date of Internship: \_\_\_\_\_

(Note: Interns must work a minimum of 37 hours/week for 10 weeks)

Internship Work Schedule (days of the week and times): \_\_\_\_\_

Email address at work site (if different from above): \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Name of University Community Health Internship Supervisor \_\_\_\_\_

### **Appendix M: STUDENT acknowledgement of responsibilities**

**(A) Reporting Requirements:** WWU students doing internship work at any site on or off campus are responsible for reporting concerns of safety or welfare of children and vulnerable adults who are participating in the internship work (POL-U5310.14).

Vulnerable adult: Adult of any age who lacks the functional, mental, or physical ability to care for themselves, including persons who are developmentally disabled.

Child/minor: any person under the age of 18 years.

Abuse or neglect: Sexual abuse, sexual exploitation, or injury of a child. Negligent treatment or maltreatment of a child by a person responsible for providing care. Abuse or neglect of a vulnerable adult.

Harassment, intimidation or bullying: Any intentional electronic, written, verbal, or physical act, including but not limited to one shown to be motivated by any illegally discriminatory characteristic, when the intentional electronic, written, verbal, or physical act: (a) physically harms a child or vulnerable adult or damages a child's or vulnerable adult's property; (b) has the effect of substantially interfering with a child's or vulnerable adult's welfare or safety; (c) is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or (d) has the effect of substantially disrupting the orderly operation of the school.

If you (the WWU student) observes, learns about, or has reasonable cause to believe a child or vulnerable adult has been abused, neglected, harassed, intimidated or bullied, you must report at the first opportunity, but in no case longer than 48 hours, to both: (a) law enforcement (University police 360-650-3911, or local 911) and (b) faculty supervisor or chair of the HHD department. Exception: if there is imminent danger to the child or vulnerable adult, or a crime is in progress, the report must be made immediately to both: (a) law enforcement (University police 360-650-3911, or local 911) and (b) faculty supervisor or chair of the HHD department.

**(B) Unsupervised Access to Children or Vulnerable Adults:** If you will have unsupervised access to a child/minor or vulnerable adult during the performance of your duties during your internship work, you must report this to your faculty supervisor within 48 hours for evaluation of whether you need to have a criminal background check, or a change in duties.

Unsupervised Access – Being with a child/minor or vulnerable adult when not in the presence of: (a) another University representative; (b) another representative from a University co-sponsored program; or (c) any adult relative or guardian of any of the children or developmentally disabled persons or vulnerable adults. This does not include incidental contact with a single child which is minor or casual contact in an area accessible to and within visual or auditory range of others, such as passing a child or vulnerable adult while walking down a hallway. It does include being alone with a child or vulnerable adult for any period of time in a closed room or office.

**(C) Sexual Harassment:** If I am subject to sexual harassment I will report this to my faculty supervisor or chair of the HHD department (see also WWU policy PRO-U1600.02A).

Sexual harassment is a form of sex discrimination and is therefore prohibited by law. Sexual harassment is unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to such conduct or activity is made either explicitly or implicitly a term or condition of an individual's employment or academic progress;
- Submission to or rejection of such conduct or activity is used as the basis for employment or academic decisions affecting such individuals, or
- Such conduct or activity unreasonably interferes with an individual's work or academic performance or creates an intimidating, hostile or offensive working or learning environment.

Sexual harassment can occur between persons without regard to gender, age, appearance, or professional status.

In addition, I will comply with the sexual harassment reporting requirements of the workplace of my internship.

*RESPONSIBILITES CONTINUE ON NEXT PAGE.*



## Community Health Internship Program

**(D) Discrimination:** If I am subject to discrimination (including sex discrimination) during an internship I must report the discrimination to my university advisor or chair of the HHD department, as required under WWU policy POL-U1600.04 Preventing and Responding to Sex Discrimination Including Sexual Misconduct.

**(E) Behavioral Expectations:**

- Engaging in a consensual relationship with a supervisor, staff or client at the workplace of my internship is not allowed.
- Engaging in an activity outside of the workplace site and/or work hours of my internship with members of the staff of the workplace is allowed only when a minimum of five staff members are present, unless pre-approved by the WWU faculty supervisor.

**(F) Acknowledgement of Risk and Hold Harmless:** I acknowledge that I am responsible for identifying and assessing risks to my health, safety and well-being that may arise from the activities of the internship. If an activity has an unacceptable level of risk, I will immediately discontinue the activity and notify my faculty advisor or field site supervisor. Therefore, any activity of the internship in which I participate will be considered to have been undertaken with my understanding and acceptance of the risks.

**(G) If injured:** If I am injured at an internship site or activity I must report the injury to my university advisor or chair of the HHD department within 24 hours of the accident. The university advisor or chair completes the University's accident reporting procedures.

In consideration of my participation in the internship and to the fullest extent permitted by law, I agree to hold Western Washington University, its trustees, officers, directors, employees, agents, volunteers and assigns harmless from and against all claims arising out of or resulting from the internship, except for claims resulting from the negligent acts or omissions of Western Washington University, its trustees, officers, directors, employees, agents, volunteers and assigns. "Claim" means any financial loss, claim, suit, action, damage, or expense, including but not limited to attorney's fees, attributable to bodily injury, sickness, disease or death, or injury to or destruction of tangible property including loss of use resulting therefrom. In addition, I hereby voluntarily hold harmless Western Washington University, its trustees, officers, directors, employees, agents, volunteers and assigns from any and all claims, both present and future, that may be made by me, my family, estate, heirs or assigns.

I have read and understand my responsibilities listed A, B, C, D, E above. I have asked and had any questions I have regarding these responsibilities answered.

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Printed student name

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Signed student name

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Date