

**Health Science, Public Health,  
Community Health Education, and  
Environmental Health**

**INTERNSHIP HANDBOOK**

**HSC-479**

**Department of Physiology and Health Science  
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## **INTRODUCTION**

This handbook provides information about the Department of Physiology and Health Science Internship Program at Ball State University. The Internship Program is made possible through the cooperative efforts of the university, community agencies and institutions, and participating students. Thus, this handbook offers specific and useful information to each party involved. Through its content, students, agency personnel, and the university Health Science faculty will become acquainted with the roles and responsibilities of each contributing party as well as the philosophy, policies, procedures, and guidelines of the Health Science internship program.

## **PHILOSOPHY OF THE INTERNSHIP PROGRAM**

University courses and practical application experiences prepare Health Science majors and Public Health, Environmental Health, and/or Community Health Education minors to understand, recognize, and appreciate the cognitive fundamentals of community health education and health promotion. The primary purpose of the internship program is to provide practical opportunities for students to work in a community, clinical, voluntary, work site, or governmental health agency, organization, or industry setting. The internship provides students with on-site work experience that assists them in developing and enhancing entry-level job skills and increasing knowledge about health agency operation. Interns apply cognitive knowledge and skills as they assist their constituencies in enhancing health and well-being. Students join a health agency as staff members (paid or non-paid) and are expected to function professionally in an effective manner while learning from the opportunities and experiences provided.

Academic preparation in the classroom, field experiences in the community, and communication with a wide range of people from varying backgrounds and age groups helps prepare the undergraduate student to meet the challenges of the internship experience and to realize his/her own potential as a prospective health professional.

## **COMMON TERMINOLOGY**

Prospective Intern:	The Ball State University Health Science, Public Health, Community Health Education, or Environmental Health student who is seeking internship opportunities and enrollment in the internship course.
Intern:	The Ball State University Health Science, Public Health, Community Health Education, or Environmental Health student who is currently enrolled in the internship course and is actively participating in an internship experience.
Internship Coordinator:	The Department of Physiology and Health Science faculty member who works with Department of Physiology and Health Science majors and minors seeking or participating in an internship experience.

Field Supervisor:	The individual at the internship site who is directly responsible for supervising, mentoring, and evaluating the intern during the internship work experience at the Field Supervisor's facility.
DAPR:	Degree Analysis Progress Report – the comprehensive review of major and minor requirements, courses taken, and courses required for degree completion. The report is provided by the university.
Health Agency:	A health-related organization including, but not limited to, those found in governmental, community, clinical, business, industry, voluntary, public, for-profit, or not-for-profit settings.

### **GENERAL GOALS OF THE INTERNSHIP PROGRAM**

The general goals of the internship program are to:

1. Broaden student understanding of the functioning of a health-related agency in a community, clinical, worksite, environmental or public health setting.
2. Integrate health education/public health theories with community-based practices.
3. Help students analyze the role of health education and health educators in agency performance. (6 credit hour only)
4. Provide an understanding of the organization, administration, program activities, and problems of a community-based health agency.
5. Improve student entry-level skills through on-the-job-training as they assume responsibilities for assessing, planning, implementing, evaluating, administering coordinating, advocating for, and/or communicating about health education programs.
6. Provide an opportunity to apply and add to experiences demonstrating the Responsibilities and Competencies of an Entry-Level Health Education Specialist. (6 credit hour only)
7. Provide an opportunity to apply and add to experiences demonstrating the five domains of public health. (public health minor only)

## **GENERAL OBJECTIVES OF THE INTERNSHIP PROGRAM**

The internship experience should be designed to provide learning opportunities so the intern can complete the following general objectives as well as the specific tasks and objectives assigned for their particular internship.

By the conclusion of the internship, each intern will:

1. Describe the purpose, goals and objectives, function, and philosophy of the health agency.
2. Identify how specific health education and health promotion, public health, or environmental health activities relate to the goals and/or mission of the health agency.
3. Describe the characteristics of health agency clients and the types of services provided for the clients using identifiable methods, skills, and techniques applied by the health agency.
4. Identify the basic personnel structure and professional qualifications of employees of the health agency. Indicate pre-service, in-service, and continuing education opportunities available to professional personnel within the health agency.
5. Describe the health agency's relationship to other agencies in the community. Translate the role of the health agency into a description of improved quality of life for the community.
6. Analyze the professional skills and characteristics necessary for successful entry into this particular work setting.
7. Indicate professional and personal skills and characteristics and how they helped to complete tasks and objectives. Identify personal weaknesses, whether the internship helped improve these weaknesses, and how to enhance personal weaknesses in the future.
8. Identify the most valuable experience with the agency and indicate how they benefited from this experience. Identify the most useful task or series of tasks performed for the agency, and explain how the agency benefited from intern participation.
9. Describe the academic courses that were most beneficial in completing the internship and indicate why they were beneficial. Identify any additional courses or skills that would have been helpful in making the internship more successful and why.
10. Analyze the positive and negative aspects of the internship experience and provide a recommendation and rationale for continuing or discontinuing the use of this internship site.

Additional on-site work objectives are determined at the beginning of the internship experience by the intern and field supervisor.

## **PREREQUISITES**

**To enroll in the internship course (HSC-479), the prospective intern must:**

1. Be a senior and have completed the designated prerequisite courses as identified in the course catalogue, or, in the case of a minor, have completed all course requirements.
2. Attend “Prospective Intern” seminars and meetings and complete all required paperwork.
3. Participate in health agency interviews.
4. Be accepted at an internship site and submit (with Field Supervisor) the Internship Confirmation.
5. Have permission of the Internship Coordinator.

## **TIME REQUIREMENTS**

1. The student will earn three or six credit hours for completing the internship. Internships in a Department of Physiology and Health Science minor earn 3 credits and consist of a **minimum** of 180 work hours. Internships in the Health Science major earn 6 credits and consist of a **minimum** of 360 work hours.
2. The Department of Physiology and Health Science internship experience is to be viewed as a full time working/learning experience for the 6 credit hour internship. Therefore the intern will be expected to work a minimum of 6-7 hours per day or a minimum of 30 hours per normal work week for the duration of the internship. The internship experience will extend over a 10-15 week period depending upon the semester in which the intern is enrolled and the number of hours per week the intern works. Internship clock hours do NOT include lunch hours, pre-arranged or agency holidays, personal or sick days, or other agency closings.
3. The student must attend all designated campus seminars and meetings unless previously arranged with the Internship Coordinator. Date, time, and location will be emailed to students, posted on the Internship bulletin board, announced in classes prior to the start of the internship, and placed in the HSC-479 syllabus.

## **INTERNSHIP APPLICATION AND PLACEMENT PROCESS**

The Prospective Intern will attend the required prospective intern seminar meetings, complete the Internship Application, and make an appointment with the Internship Coordinator. The student and Internship Coordinator will work together to gain an appropriate internship placement for the Prospective Intern. **The Prospective Intern should complete steps #1-4 of the Intern**

**Responsibilities within the first 8 weeks of the semester *PRIOR* to the beginning of the semester in which he/she wishes to complete the internship.**

### **INTERN RESPONSIBILITIES**

**Before the internship actually begins the student must:**

1. Attend all designated, required Prospective Intern seminars and meetings.
2. Meet with the Internship Coordinator bringing the following items:
  - A. Completed Internship Application form
  - B. Polished, up-to-date resume
  - C. Current DAPR from Advising Services

During this appointment, the student and the Internship Coordinator review areas of interest, examine possible internship sites, consider geographic and stipend requests, and determine likely internship sites for interviewing. Upon determination of potential internship sites for interviewing, the Internship Coordinator will make initial inquiries to determine agency interest in having an intern.
3. Select agencies of interest with which to interview after receiving approval from the Internship Coordinator. **It is the responsibility of the prospective intern to arrange the interview dates and times.**
4. Accept an internship offer and assure that the *Internship Confirmation* (p. 11) is completed and submitted to the Internship Coordinator. Notify all other agencies with whom the student interviewed that a different internship position has been accepted.
5. Register for the HSC-479 internship course after the Internship Coordinator has received the Internship Confirmation from the health agency and released student enrollment. Students may not register for HSC 479 without the permission of the Internship Coordinator.

**During the on-site internship experience, the student:**

1. Will draft a “Work Project List” in cooperation with the Field Supervisor. The completed Work Project List should be submitted to the Internship Coordinator by the designated time on the HSC-479 course syllabus.
2. Will complete a weekly work log and submit them to the Field Supervisor and Internship Coordinator by the designated time.
3. Will attend all scheduled campus seminars during and at the conclusion of the internship.

4. Will submit a midterm paper as designated in the HSC-479 course syllabus.
5. Will submit a final paper as designated in the HSC-479 course syllabus.
6. Will complete and submit all required artifacts, evaluations, and assessments as designated in the HSC-479 course syllabus.

**After the internship has concluded, the student will:**

1. Send a thank you letter to the Field Supervisor.
2. Incorporate internship artifacts and updated resume into his/her portfolio.
4. Complete a public presentation of the internship experience (6 credit hour only).

**FIELD SUPERVISOR RESPONSIBILITIES**

**Before the internship begins, the field supervisor will:**

1. Confirm the agency's interest with the Internship Coordinator.
2. Interview the intern candidate(s).
3. Complete and return the required *Internship Confirmation* to the Internship Coordinator confirming starting and ending dates of the internship, compensation information, and contact information for the agency and Field Supervisor.
4. Commit to being present, supervising, mentoring, and evaluating the intern throughout the internship experience.

**During the on-site internship experience, the field supervisor will:**

1. Develop, in cooperation with the student, a "Work Project List" related to the intern's job expectations and aid the intern in identifying objective steps necessary to complete the work projects. (Sample document found in this handbook.)
2. Receive copies of the student's weekly work log and verify accuracy.
3. Assure that the student receives information about the agency so he/she can complete the appropriate paperwork and fulfill the Internship Objectives.
4. Meet with the student intern on a regular basis (recommended weekly) to provide guidance and mentoring during the internship experience.
5. Complete a Mid-term Evaluation of the Intern and review the evaluation with the student, making suggestions for improvement by the designated time on

the HSC-479 course schedule.

6. Complete a site visit or phone meeting with the Internship Coordinator to discuss the intern's progress at the approximate midway point of the internship.
7. Submit a Final Evaluation of the Intern by the designated time as indicated on the HSC-479 course schedule.
8. Ensure the intern receives experience in at least four of the seven Responsibilities and Competencies for Entry-Level Health Education Specialists (6 credit hour only), or three of the five domains of public health (public health minors only).

**After the internship is concluded, the field supervisor should:**

1. Indicate the desire of the agency to continue providing internship experiences for Ball State University Health Science internship students.
2. Submit to the Internship Coordinator any requests for changes to the program, paperwork, contact opportunities, or other suggestions to enhance the Department of Physiology and Health Science internship experience.

**INTERNSHIP APPLICATION**

Name \_\_\_\_\_ Student ID# \_\_\_\_\_

Address (street, city, zip) \_\_\_\_\_

Cell Phone # \_\_\_\_\_ Permanent Phone # if different \_\_\_\_\_

BSU E-mail \_\_\_\_\_ Permanent Email \_\_\_\_\_

Major(s) \_\_\_\_\_

Minor(s) \_\_\_\_\_

Are you a senior according to credits earned/in progress? YES \_\_\_\_\_ NO \_\_\_\_\_

Anticipated semester to complete internship \_\_\_\_\_

Anticipated graduation date \_\_\_\_\_

Internship enrollment for : HSC Major \_\_\_\_\_ Community Health Education Minor \_\_\_\_\_  
Environmental Health Minor \_\_\_\_\_ Public Health Minor \_\_\_\_\_

Identify and prioritize the venue(s) in which you may want to complete your internship (6 credit hour only). (1 = most desirable; 2 = acceptable; 3 = not preferred)

\_\_\_\_\_ Clinical      \_\_\_\_\_ Nonprofit/Voluntary      \_\_\_\_\_ College/University  
\_\_\_\_\_ Community      \_\_\_\_\_ Government/Public Health      \_\_\_\_\_ Work Site/Corporate

Do you prefer to work with a specific population during your internship?

NO \_\_\_\_\_ YES \_\_\_\_\_ Specify: \_\_\_\_\_

Do you have a geographic preference for the location of your internship?

NO \_\_\_\_\_ YES \_\_\_\_\_ Specify: \_\_\_\_\_

Do you have constraints that may impact the selection of a site like transportation, housing, or finances?

NO \_\_\_\_\_ YES \_\_\_\_\_ Specify: \_\_\_\_\_

**INTERNSHIP CONFIRMATION**

*Submission of this form indicates that the below mentioned Agency has agreed to provide an internship during the dates and times indicated, that the Field Supervisor agrees to assume supervision, mentoring, and evaluation responsibilities, and that said agency agrees to the compensation, if any, described below.*

**Ball State University Student:** \_\_\_\_\_

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

Designated Field Supervisor: \_\_\_\_\_

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

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email: \_\_\_\_\_

Dates of Internship: Start \_\_\_\_\_ End \_\_\_\_\_

Agreed Compensation: \_\_\_\_\_ No Compensation \_\_\_\_\_ Hourly wage at \$\_\_\_\_\_/hour

\_\_\_\_\_ Stipend \$\_\_\_\_\_ per \_\_\_\_\_ \_\_\_\_\_ Work related mileage/parking

Uniforms, food, or other compensation as designated: \_\_\_\_\_

I hereby agree to serve as the Internship Field Supervisor. I will to the best of my ability supervise, direct, mentor, and evaluate the student intern in a fair, equitable, and timely manner. I agree to participate in a midterm site or phone visit with the Internship Coordinator arranged by mutual consent at the midway point of the internship.

\_\_\_\_\_  
(Signature of Field Supervisor)

\_\_\_\_\_  
(Date)

This form must be emailed, mailed, or faxed to the Department of Physiology and Health Science Internship Coordinator prior to the start of the internship.

**Return to:** Charity Bishop  
Internship Coordinator  
Dept. of Physiology and Health Science, CL 325  
Ball State University  
Muncie, IN 47306

765-285-8634 Office  
765-285-3210 Fax  
E-mail: cabishop@bsu.edu  
765-285-5961 – main office

## **RESPONSIBILITIES AND COMPETENCIES FOR ENTRY LEVEL HEALTH EDUCATION SPECIALISTS**

The Seven Areas of Responsibility are a comprehensive set of Competencies and Sub-competencies defining the role of the health education specialist. These Responsibilities were verified through the 2010 Health Educator Job Analysis Project and serve as the basis of the CHES exam beginning in April, 2011, and the MCHES exam in October, 2011. The Sub-competencies shaded are advanced-level only and will not be included in the entry-level, CHES examination. However the advanced-level Sub-competences will be included in the October, 2011, MCHES examination.

### ***Area of Responsibility I:***

#### **ASSESS NEEDS, ASSETS AND CAPACITY FOR HEALTH EDUCATION**

##### **COMPETENCY 1.1. Plan Assessment Process**

- 1.1.1. Identify existing and needed resources to conduct assessments
- 1.1.2. Identify stakeholders to participate in the assessment process
- 1.1.3. Apply theories and models to develop assessment strategies
- 1.1.4. Develop plans for data collection, analysis, and interpretation
- 1.1.5. Engage stakeholders to participate in the assessment process
- 1.1.6. Integrate research designs, methods, and instruments into assessment plan

##### **COMPETENCY 1.2: Access Existing Information and Data Related to Health**

- 1.2.1. Identify sources of data related to health
- 1.2.2. Critique sources of health information using theory and evidence from the literature
- 1.2.3. Select valid sources of information about health
- 1.2.4. Identify gaps in data using theories and assessment models
- 1.2.5. Establish collaborative relationships and agreements that facilitate access to data
- 1.2.6. Conduct searches of existing databases for specific health-related data

##### **COMPETENCY 1.3: Collect Quantitative and/or Qualitative Data Related to Health**

- 1.3.1. Collect primary and/or secondary data
- 1.3.2. Integrate primary data with secondary data
- 1.3.3. Identify data collection instruments and methods
- 1.3.4. Develop data collection instruments and methods
- 1.3.5. Train personnel and stakeholders regarding data collection
- 1.3.6. Use data collection instruments and methods
- 1.3.7. Employ ethical standards when collecting data

**COMPETENCY 1.4: Examine Relationships Among Behavioral, Environmental and Genetic Factors That Enhance or Compromise Health**

- 1.4.1. Identify factors that influence health behaviors
- 1.4.2. Analyze factors that influence health behaviors
- 1.4.3. Identify factors that enhance or compromise health
- 1.4.4. Analyze factors that enhance or compromise health

**COMPETENCY 1.5: Examine Factors That Influence the Learning Process**

- 1.5.1. Identify factors that foster or hinder the learning process
- 1.5.2. Analyze factors that foster or hinder the learning process
- 1.5.3. Identify factors that foster or hinder attitudes and belief
- 1.5.4. Analyze factors that foster or hinder attitudes and beliefs
- 1.5.5. Identify factors that foster or hinder skill building
- 1.5.6. Analyze factors that foster or hinder skill building

**COMPETENCY 1.6: Examine Factors That Enhance or Compromise the Process of Health Education**

- 1.6.1. Determine the extent of available health education programs, interventions, and policies
- 1.6.2. Assess the quality of available health education programs, interventions, and policies
- 1.6.3. Identify existing and potential partners for the provision of health education
- 1.6.4. Assess social, environmental, and political conditions that may impact health education
- 1.6.5. Analyze the capacity for developing needed health education
- 1.6.6. Assess the need for resources to foster health education

**COMPETENCY 1.7: Infer Needs for Health Education Based on Assessment Findings**

- 1.7.1. Analyze assessment findings
- 1.7.2. Synthesize assessment findings
- 1.7.3. Prioritize health education needs
- 1.7.4. Identify emerging health education needs
- 1.7.5. Report assessment findings

***Area of Responsibility II:***

**PLAN HEALTH EDUCATION**

**COMPETENCY 2.1: Involve Priority Populations and Other Stakeholders in the Planning Process**

- 2.1.1. Incorporate principles of community organization
- 2.1.2. Identify priority populations and other stakeholders

- 2.1.3. Communicate need for health education to priority populations and other stakeholders
- 2.1.4. Develop collaborative efforts among priority populations and other stakeholders
- 2.1.5. Elicit input from priority populations and other stakeholders
- 2.1.6. Obtain commitments from priority populations and other stakeholders

### **COMPETENCY 2.2: Develop Goals and Objectives**

- 2.2.1. Use assessment results to inform the planning process
- 2.2.2. Identify desired outcomes utilizing the needs assessment results
- 2.2.3. Select planning model(s) for health education
- 2.2.4. Develop goal statements
- 2.2.5. Formulate specific, measurable, attainable, realistic, and time-sensitive objectives
- 2.2.6. Assess resources needed to achieve objectives

### **COMPETENCY 2.3: Select or Design Strategies and Interventions**

- 2.3.1. Assess efficacy of various strategies to ensure consistency with objectives
- 2.3.2. Design theory-based strategies and interventions to achieve stated objectives
- 2.3.3. Select a variety of strategies and interventions to achieve stated objectives
- 2.3.4. Comply with legal and ethical principles in designing strategies and interventions
- 2.3.5. Apply principles of cultural competence in selecting and designing strategies and interventions
- 2.3.6. Pilot test strategies and interventions

### **COMPETENCY 2.4: Develop a Scope and Sequence for the Delivery of Health Education**

- 2.4.1. Determine the range of health education needed to achieve goals and objectives
- 2.4.2. Select resources required to implement health education
- 2.4.3. Use logic models to guide the planning process
- 2.4.4. Organize health education into a logical sequence
- 2.4.5. Develop a timeline for the delivery of health education
- 2.4.6. Analyze the opportunity for integrating health education into other programs
- 2.4.7. Develop a process for integrating health education into other programs

### **COMPETENCY 2.5: Address Factors That Affect Implementation**

- 2.5.1. Identify factors that foster or hinder implementation
- 2.5.2. Analyze factors that foster or hinder implementation
- 2.5.3. Use findings of pilot to refine implementation plans as needed
- 2.5.4. Develop a conducive learning environment

*Area of Responsibility III:*

**IMPLEMENT HEALTH EDUCATION**

**COMPETENCY 3.1: Implement a Plan of Action**

- 3.1.1. Assess readiness for implementation
- 3.1.2. Collect baseline data
- 3.1.3. Use strategies to ensure cultural competence in implementing health education plans
- 3.1.4. Use a variety of strategies to deliver a plan of action
- 3.1.5. Promote plan of action
- 3.1.6. Apply theories and models of implementation
- 3.1.7. Launch plan of action

**COMPETENCY 3.2: Monitor Implementation of Health Education**

- 3.2.1. Monitor progress in accordance with timeline
- 3.2.2. Assess progress in achieving objectives
- 3.2.3. Modify plan of action as needed
- 3.2.4. Monitor use of resources
- 3.2.5. Monitor compliance with legal and ethical principles

**COMPETENCY 3.3: Train Individuals Involved in Implementation of Health Education**

- 3.3.1. Select training participants needed for implementation
- 3.3.2. Identify training needs
- 3.3.3. Develop training objectives
- 3.3.4. Create training using best practices
- 3.3.5. Demonstrate a wide range of training strategies
- 3.3.6. Deliver training
- 3.3.7. Evaluate training
- 3.3.8. Use evaluation findings to plan future training

*Area of Responsibility IV:*

**CONDUCT EVALUATION AND RESEARCH RELATED TO HEALTH EDUCATION**

**COMPETENCY 4.1: Develop Evaluation/Research Plan**

- 4.1.1. Create purpose statement
- 4.1.2. Develop evaluation/research questions
- 4.1.3. Assess feasibility of conducting evaluation/research
- 4.1.4. Critique evaluation and research methods and findings found in the related literature
- 4.1.5. Synthesize information found in the literature
- 4.1.6. Assess the merits and limitations of qualitative and quantitative data collection for evaluation

- 4.1.7. Assess the merits and limitations of qualitative and quantitative data collection for research
- 4.1.8. Identify existing data collection instruments
- 4.1.9. Critique existing data collection instruments for evaluation
- 4.1.10. Critique existing data collection instruments for research
- 4.1.11. Create a logic model to guide the evaluation process
- 4.1.12. Develop data analysis plan for evaluation
- 4.1.13. Develop data analysis plan for research
- 4.1.14. Apply ethical standards in developing the evaluation/research plan

#### **COMPETENCY 4.2: Design Instruments to Collect**

- 4.2.1. Identify useable questions from existing instruments
- 4.2.2. Write new items to be used in data collection for evaluation
- 4.2.3. Write new items to be used in data collection for research
- 4.2.4. Establish validity of data collection instruments
- 4.2.5. Establish reliability of data collection instruments

#### **COMPETENCY 4.3: Collect and Analyze Evaluation/Research Data**

- 4.3.1. Collect data based on the evaluation/research plan
- 4.3.2. Monitor data collection and management
- 4.3.3. Analyze data using descriptive statistics
- 4.3.4. Analyze data using inferential and/or other advanced statistical methods
- 4.3.5. Analyze data using qualitative methods
- 4.3.6. Apply ethical standards in collecting and analyzing data

#### **COMPETENCY 4.4: Interpret Results of the Evaluation/Research**

- 4.4.1. Compare results to evaluation/research questions
- 4.4.2. Compare results to other findings
- 4.4.3. Propose possible explanations of findings
- 4.4.4. Identify possible limitations of findings
- 4.4.5. Develop recommendations based on results

#### **COMPETENCY 4.5: Apply Findings From Evaluation/Research**

- 4.5.1. Communicate findings to stakeholders
- 4.5.2. Evaluate feasibility of implementing recommendations from evaluation
- 4.5.3. Apply evaluation findings in policy analysis and program development
- 4.5.4. Disseminate research findings through professional conference presentations

*Area of Responsibility V:*

**ADMINISTER AND MANAGE HEALTH EDUCATION**

**COMPETENCY 5.1: Manage Fiscal Resources**

- 5.1.1. Identify fiscal and other resources
- 5.1.2. Prepare requests/proposals to obtain fiscal resources
- 5.1.3. Develop budgets to support health education efforts
- 5.1.4. Manage program budgets
- 5.1.5. Prepare budget reports
- 5.1.6. Demonstrate ethical behavior in managing fiscal resources

**COMPETENCY 5.2: Obtain Acceptance and Support for Programs**

- 5.2.1. Use communication strategies to obtain program support
- 5.2.2. Facilitate cooperation among stakeholders responsible for health education
- 5.2.3. Prepare reports to obtain and/or maintain program support
- 5.2.4. Synthesize data for purposes of reporting
- 5.2.5. Provide support for individuals who deliver professional development opportunities
- 5.2.6. Explain how program goals align with organizational structure, mission, and goals

**COMPETENCY 5.3: Demonstrate Leadership**

- 5.3.1. Conduct strategic planning
- 5.3.2. Analyze an organization's culture in relationship to health education goals
- 5.3.3. Promote collaboration among stakeholders
- 5.3.4. Develop strategies to reinforce or change organizational culture to achieve health education goals
- 5.3.5. Comply with existing laws and regulations
- 5.3.6. Adhere to ethical standards of the profession
- 5.3.7. Facilitate efforts to achieve organizational mission
- 5.3.8. Analyze the need for a systems approach to change
- 5.3.9. Facilitate needed changes to organizational cultures

**COMPETENCY 5.4: Manage Human Resources**

- 5.4.1. Develop volunteer opportunities
- 5.4.2. Demonstrate leadership skills in managing human resources
- 5.4.3. Apply human resource policies consistent with relevant laws and regulations
- 5.4.4. Evaluate qualifications of staff and volunteers needed for programs
- 5.4.5. Recruit volunteers and staff
- 5.4.6. Employ conflict resolution strategies
- 5.4.7. Apply appropriate methods for team development
- 5.4.8. Model professional practices and ethical behavior

- 5.4.9. Develop strategies to enhance staff and volunteers' career development
- 5.4.10. Implement strategies to enhance staff and volunteers' career development
- 5.4.11. Evaluate performance of staff and volunteers

### **COMPETENCY 5.5: Facilitate Partnerships in Support of Health Education**

- 5.5.1. Identify potential partner(s)
- 5.5.2. Assess capacity of potential partner(s) to meet program goals
- 5.5.3. Facilitate partner relationship(s)
- 5.5.4. Elicit feedback from partner(s)
- 5.5.5. Evaluate feasibility of continuing partnership

#### *Area of Responsibility VI:*

### **SERVE AS A HEALTH EDUCATION RESOURCE PERSON**

### **COMPETENCY 6.1: Obtain and Disseminate Health-Related Information**

- 6.1.1. Assess information needs
- 6.1.2. Identify valid information resources
- 6.1.3. Critique resource materials for accuracy, relevance, and timeliness
- 6.1.4. Convey health-related information to priority populations
- 6.1.5. Convey health-related information to key stakeholders

### **COMPETENCY 6.2: Provide Training**

- 6.2.1. Analyze requests for training
- 6.2.2. Prioritize requests for training
- 6.2.3. Identify priority populations
- 6.2.4. Assess needs for training
- 6.2.5. Identify existing resources that meet training needs
- 6.2.6. Use learning theory to develop or adapt training programs
- 6.2.7. Develop training plan
- 6.2.8. Implement training sessions and programs
- 6.2.9. Use a variety of resources and strategies
- 6.2.10. Evaluate impact of training programs

### **COMPETENCY 6.3: Serve as a Health Education Consultant**

- 6.3.1. Assess needs for assistance
- 6.3.2. Prioritize requests for assistance
- 6.3.3. Define parameters of effective consultative relationships
- 6.3.4. Establish consultative relationships
- 6.3.5. Provide expert assistance
- 6.3.6. Facilitate collaborative efforts to achieve program goals

- 6.3.7. Evaluate the effectiveness of the expert assistance provided
- 6.3.8. Apply ethical principles in consultative relationships

***Area of Responsibility VII:***

**COMMUNICATE AND ADVOCATE FOR HEALTH AND HEALTH EDUCATION**

**COMPETENCY 7.1: Assess and Prioritize Health Information and Advocacy Needs**

- 7.1.1. Identify current and emerging issues that may influence health and health education
- 7.1.2. Access accurate resources related to identified issues
- 7.1.3. Analyze the impact of existing and proposed policies on health
- 7.1.4. Analyze factors that influence decision-makers

**COMPETENCY 7.2: Identify and Develop a Variety of Communication Strategies, Methods, and Techniques**

- 7.2.1. Create messages using communication theories and models
- 7.2.2. Tailor messages to priority populations
- 7.2.3. Incorporate images to enhance messages
- 7.2.4. Select effective methods or channels for communicating to priority populations
- 7.2.5. Pilot test messages and delivery methods with priority populations
- 7.2.6. Revise messages based on pilot feedback.

**COMPETENCY 7.3: Deliver Messages Using a Variety of Strategies, Methods and Techniques**

- 7.3.1. Use techniques that empower individuals and communities to improve their health
- 7.3.2. Employ technology to communicate to priority populations
- 7.3.3. Evaluate the delivery of communication strategies, methods, and techniques

**COMPETENCY 7.4: Engage in Health Education Advocacy**

- 7.4.1. Engage stakeholders in advocacy
- 7.4.2. Develop an advocacy plan in compliance with local, state, and/or federal policies and procedures
- 7.4.3. Comply with organizational policies related to participating in advocacy
- 7.4.4. Communicate the impact of health and health education on organizational and socio-ecological factors
- 7.4.5. Use data to support advocacy messages
- 7.4.6. Implement advocacy plans
- 7.4.7. Incorporate media and technology in advocacy
- 7.4.8. Participate in advocacy initiatives
- 7.4.9. Lead advocacy initiatives
- 7.4.10. Evaluate advocacy efforts

### **COMPETENCY 7.5: Influence Policy to Promote Health**

- 7.5.1. Use evaluation and research findings in policy analysis
- 7.5.2. Identify the significance and implications of health policy for individuals, groups, and communities
- 7.5.3. Advocate for health-related policies, regulations, laws, or rules
- 7.5.4. Use evidence-based research to develop policies to promote health
- 7.5.5. Employ policy and media advocacy techniques to influence decision-makers

### **COMPETENCY 7.6: Promote the Health Education Profession**

- 7.6.1. Develop a personal plan for professional growth and service
- 7.6.2. Describe state-of-the-art health education practice
- 7.6.3. Explain the major responsibilities of the health education specialist in the practice of health education
- 7.6.4. Explain the role of health education associations in advancing the profession
- 7.6.5. Explain the benefits of participating in professional organizations
- 7.6.6. Facilitate professional growth of self and others
- 7.6.7. Explain the history of the health education profession and its current and future implications for professional practice
- 7.6.8. Explain the role of credentialing in the promotion of the health education profession
- 7.6.9. Engage in professional development activities
- 7.6.10. Serve as a mentor to others
- 7.6.11. Develop materials that contribute to the professional literature
- 7.6.12. Engage in service to advance the health education profession

## WEEKLY WORK LOG

The intern will submit a comprehensive summary of all major tasks and projects started, engaged in or completed during the course of each week.

Work Log information will include: Name of the intern; name of the internship site; the inclusive dates of the work week (Mon.-Sun.); the hours worked each day; the total hours worked that week; and the total hours worked up to that point in the semester. In addition, there should be approximately one paragraph written each day describing the work that was completed. This information should be well written using complete sentences and free of grammatical errors.

The intern is to attach the work log in an email and send it weekly to the Field Supervisor at the end of each Friday (or Monday if weekend hours are worked), and carbon copy (cc) the Internship Coordinator. Emailed work logs should be received by no later than the end of the business day on Monday of the following work week. Interns should save all sent emails in case verification is needed at a later time. This will serve as the final time sheet, and is necessary before course credit can be given.

Lunch breaks or other break time should not be counted into total hours. Driving time to and from the internship at the beginning and end of each day should not be counted. All hours worked each day should be rounded up or down to the nearest 15 minute increment.

Ex: An intern who worked from 8:00am-12:05pm should report 4 hours

Ex: An intern who worked from 8:05am-12:15pm should report 4 hours and 15 minutes

A blank work log template will be provided to interns prior to the start of the internship.

**SAMPLE WEEKLY WORK LOG**

**Jane Doe  
County X Health Department**

Week of: January 9<sup>th</sup> – January 13<sup>th</sup>, 2012

<b>Day/Time</b>	<b>Description</b>
<p>Monday:</p> <ul style="list-style-type: none"> <li>• Arrived – 6:30 a.m.</li> <li>• Lunch – 12:00-1:00</li> <li>• Left – 3:00 p.m.</li> </ul> <p>Total = 7.5 hours</p>	<p>My supervisor and I spent all day teaching a lesson about Bullying to 7<sup>th</sup> and 8<sup>th</sup> graders at XYZ Middle School in city X. I was shaky at first but things smoothed out the more I practiced with each class. I remember how important time management is.</p>
<p>Tuesday:</p> <ul style="list-style-type: none"> <li>• Arrived – 6:30</li> <li>• Lunch-10:30-11:30</li> <li>• Left – 3:00</li> </ul> <p>Total = 7.5</p>	<p>I opened the office, checked emails, and sorted mail. I participated in an office training session regarding the Code of Operations procedures for submitting reports. I was asked to put the suggested changes from the training into an outline format by tomorrow. I assisted with production of the brochure for next month’s community health and safety activity. In the afternoon I staffed our agency’s booth at the Women’s Community Health Fair.</p>
<p>Wednesday:</p> <ul style="list-style-type: none"> <li>• Arrived – 8:00</li> <li>• Lunch – N/A</li> <li>• Left – 2:30</li> </ul> <p>Total = 6.5 hours</p>	<p>I worked in the office all day today. I started planning and researching information for the MyPlate newsletter that I will develop to be used for the employees of the health department. I also worked on gathering information for a display I will be creating for a health fair in March.</p>
<p>Thursday:</p> <ul style="list-style-type: none"> <li>• Arrived – 8:00</li> <li>• Lunch – N/A</li> <li>• Left – 3:45</li> </ul> <p>Total = 7.75 hours</p>	<p>Today was my first board meeting at the Health Dept. It was interesting to see the updates from each division of the health department. The rest of the day was spent doing office work. I worked primarily on the MyPlate newsletter as well as doing some revisions to the Alcohol 101 PowerPoint presentation I had developed earlier.</p>
<p>Friday:</p> <ul style="list-style-type: none"> <li>• Arrived – 8:15</li> <li>• Lunch-11:00-12:00</li> <li>• Left – 4:30</li> </ul> <p>Total = 7.25 hours</p>	<p>I started my day by working on the display I’ve been creating for a health fair in March. My supervisor and I went to a school for the emotionally and physically disabled in city Y. We taught a lesson on bullying, and used a new DVD he received. More than some, if not most, of the students seemed to enjoy it. It generated a good amount of discussion. The rest of the day was spent on a conference call for a prescription drug abuse coalition (my supervisor is a member) and working, again, on my display.</p>

Total Weekly Hours: 36.5  
Total Hours Completed to Date: 168.5

## SAMPLE - WORK PROJECT LIST

Jane Doe will perform the following projects during his/her internship with XYZ Agency.

1. Plan and implement a presentation about the importance of hand hygiene to hospital employees.
2. Research and create new topical education brochures for distribution in the clinic lobby.
3. Update Power Point presentations for three existing community programs about Blood Borne Pathogens, the Importance of Immunizations, and How to Improve Productivity.
4. Organize and attend leadership training(s), and summarize and apply learning.
5. Create, develop, and display monthly bulletin boards about timely health topics.
6. Review and update existing database and materials for customer/client contacts.
7. Participate in planning and coordination of agency fundraising events.
8. Participate in regular agency staff meetings and attend workshops and activities as designated.
9. Serve as a facilitator for client health screenings.
10. Assist the Health Education Specialist with various tasks including safety trainings, inspections, and testing.
11. Serve as information desk staff and administrative assistant when needed.
12. Complete all tasks assigned by Field Supervisor and Internship Coordinator.

***Please Note: The above list is only a sample. Your work project list may emerge very differently.***

### **MIDTERM PAPER ASSIGNMENT**

The student will submit a midterm paper that incorporates #1-5 of the General Objectives of the Internship Program as designated in the syllabus and Internship Handbook. The midterm paper will also include a reflection of how the internship is helping the intern gain experience in the Responsibilities and Competencies for the Health Education Specialist (6 credit hour only). An introduction should be included at the beginning of the paper and a summary should be included at the end of the paper. This paper should depict the understanding of the internship organization and how its place in the community is perceived. This is not an opinion paper, rather an accounting of what has been learned about the organization, its personnel, the relationship of the agency in the community, and the manner in which it operates. This is a professional report and attention should be given to sentence structure, spelling, and punctuation. Points for poor paper mechanics will be deducted as indicated on the syllabus. The midterm paper is due on the date indicated in the course schedule.

### **FINAL PAPER ASSIGNMENT**

The student will submit a final paper that incorporates all of the following:

- \* An assessment of the final General Objectives of the Internship Program #6-10 as designated in the syllabus.
- \* A specific point by point analysis of how the internship tasks and objectives connected to the Responsibilities and Competencies for Entry Level Health Education Specialists. (6 credit hour only).

This is a professional report and attention should be given to sentence structure, spelling, and punctuation. Points for poor paper mechanics will be deducted as indicated on the syllabus. The final paper is due on the date indicated in the course schedule.

**FIELD SUPERVISOR EVALUATION OF INTERN CRITERIA**

We appreciate your cooperation in mentoring a Health Science, Environmental Health, Public Health, or Community Health Education student. Integral to this student's progress is ongoing assessment of student performance. Please provide a candid evaluation of the student using the following evaluation forms. Your written comments provide valuable feedback to the intern as he/she works to improve his/her professional capabilities. Also, please recognize that it is imperative that you personally review each evaluation with your intern. Please use the following descriptions as a guide for your evaluations.

**Superior/Excellent**

5= Superior/excellent skills, ability, knowledge; minimal to no errors; prepared for an entry level professional position; would hire now if a position were available; can identify promotion potential with more responsibility or management work

**Above Average**

4= Skills, ability, knowledge are good; makes minimal errors that do not jeopardize work or projects; growth potential is evident; with tutoring/mentoring and time to improve will advance in the field; considered a potential good hire

**Average**

3= Skills, ability, knowledge are adequate to complete most assigned work; errors may indicate insufficient attention to detail or lack of motivation; needs supervision and assistance to complete tasks; accepts criticism and is willing to improve; would consider hiring; see potential for advancement if well directed

**Below Average**

2= Skills, ability, knowledge are minimal or adequate only to complete less significant work; errors indicate inadequate attention, lack of interest, or minimal motivation; criticism is acknowledged but improvement is slow or non-existent, or criticism is rejected; progress occurs only with supervision; consideration for hire is minimal

**Unacceptable**

1= Skills, ability, knowledge in field are severely lacking; completes repetitive and/or routine tasks only under direct supervision or with assistance; inattention to detail or directions jeopardizes tasks; ability to carry out job or complete tasks is minimal; potential for improvement appears limited; would not hire

DEPARTMENT OF PHYSIOLOGY AND HEALTH SCIENCE  
**FIELD SUPERVISOR MIDTERM EVALUATION OF INTERN**

Student \_\_\_\_\_ Date \_\_\_\_\_

Field Supervisor \_\_\_\_\_ Site \_\_\_\_\_

*Please make written comments as needed under each skill or attribute assessed.*

**PROFESSIONAL SKILLS and ABILITIES**

		(Superior)					(Unacceptable)			
1.	Oral Communication	5	4.5	4	3.5	3	2.5	2	1.5	1
2.	Written Communication	5	4.5	4	3.5	3	2.5	2	1.5	1
3.	Listening Skills	5	4.5	4	3.5	3	2.5	2	1.5	1
4.	Background Knowledge	5	4.5	4	3.5	3	2.5	2	1.5	1
5.	Accuracy/Thoroughness	5	4.5	4	3.5	3	2.5	2	1.5	1
6.	Creativity	5	4.5	4	3.5	3	2.5	2	1.5	1
7.	Initiative	5	4.5	4	3.5	3	2.5	2	1.5	1

**FIELD SUPERVISOR MIDTERM EVALUATION OF INTERN (Cont.)***Please make written comments as needed under each skill or attribute assessed.***PERSONAL ATTRIBUTES**

		(Superior)					(Unacceptable)			
1.	Attendance/Punctuality	5	4.5	4	3.5	3	2.5	2	1.5	1
2.	Cooperation	5	4.5	4	3.5	3	2.5	2	1.5	1
3.	Dependability	5	4.5	4	3.5	3	2.5	2	1.5	1
4.	Interest/Enthusiasm	5	4.5	4	3.5	3	2.5	2	1.5	1
5.	Professional Appearance	5	4.5	4	3.5	3	2.5	2	1.5	1
6.	Self Confidence	5	4.5	4	3.5	3	2.5	2	1.5	1
7.	Maturity and Poise	5	4.5	4	3.5	3	2.5	2	1.5	1

**FIELD SUPERVISOR MIDTERM EVALUATION OF INTERN (Cont.)**

**This page for 6 credit hour Interns only**

Please circle the intern's skill level in each of the Responsibilities and Competencies for the Health Education Specialist. If necessary, a detailed outline of the responsibilities, competencies, and subcompetencies are available in the Internship Handbook. Please make written comments under each area as needed.

- |    |   |               |           |       |                |                                    |
|----|---|---------------|-----------|-------|----------------|------------------------------------|
| 1. | Assess needs, assets, and capacity for health education     | Distinguished | Competent | Basic | Unsatisfactory | Not enough information to evaluate |
| 2. | Plan health education                                       | Distinguished | Competent | Basic | Unsatisfactory | Not enough information to evaluate |
| 3. | Implement health education                                  | Distinguished | Competent | Basic | Unsatisfactory | Not enough information to evaluate |
| 4. | Conduct evaluation and research related to health education | Distinguished | Competent | Basic | Unsatisfactory | Not enough information to evaluate |
| 5. | Administer and manage health education                      | Distinguished | Competent | Basic | Unsatisfactory | Not enough information to evaluate |
| 6. | Serve as a health education resource person                 | Distinguished | Competent | Basic | Unsatisfactory | Not enough information to evaluate |
| 7. | Communicate and advocate for health and health education    | Distinguished | Competent | Basic | Unsatisfactory | Not enough information to evaluate |

**FIELD SUPERVISOR MIDTERM EVALUATION OF INTERN (Cont.)**

Intern Strengths:

Intern Weaknesses:

Recommendations for Improvement:

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Signature of Field Supervisor

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Date

Mail, Fax, or Email to:

Charity Bishop  
Department of Physiology and Health Science, CL 325  
Ball State University  
Muncie, IN 47306

Fax: 765-285-3210  
Email: cabishop@bsu.edu

DEPARTMENT OF PHYSIOLOGY AND HEALTH SCIENCE  
**FIELD SUPERVISOR FINAL EVALUATION OF INTERN**

Student \_\_\_\_\_ Date \_\_\_\_\_

Field Supervisor \_\_\_\_\_ Site \_\_\_\_\_

*Please make written comments under each skill or attribute assessed.*

**PROFESSIONAL SKILLS/CHARACTERISTICS**

		(Superior)					(Unacceptable)				
1.	Communication Skills (Oral, written, listening)	5	4.5	4	3.5	3	2.5	2	1.5	1	
2.	Initiative/Motivation	5	4.5	4	3.5	3	2.5	2	1.5	1	
3.	Accuracy/Thoroughness	5	4.5	4	3.5	3	2.5	2	1.5	1	
4.	Attendance/Punctuality	5	4.5	4	3.5	3	2.5	2	1.5	1	
5.	Cooperation/Dependability	5	4.5	4	3.5	3	2.5	2	1.5	1	
6.	Professionalism	5	4.5	4	3.5	3	2.5	2	1.5	1	
7.	Maturity/Poise	5	4.5	4	3.5	3	2.5	2	1.5	1	
8.	Creativity	5	4.5	4	3.5	3	2.5	2	1.5	1	
9.	Assertiveness/Contribution	5	4.5	4	3.5	3	2.5	2	1.5	1	
10.	Knowledge/Desire to Learn	5	4.5	4	3.5	3	2.5	2	1.5	1	

DEPARTMENT OF PHYSIOLOGY AND HEALTH SCIENCE  
**FIELD SUPERVISOR FINAL EVALUATION OF INTERN (Cont.)**  
**This page for 6 credit hour Interns only**

Please circle the intern's skill level in each of the Responsibilities and Competencies for the Health Education Specialist. If necessary, a detailed outline of the responsibilities, competencies, and subcompetencies are available in the Internship Handbook. Please make written comments under each area as needed.

- |    |   |               |           |       |                |                                    |
|----|---|---------------|-----------|-------|----------------|------------------------------------|
| 1. | Assess needs, assets and capacity for health education      | Distinguished | Competent | Basic | Unsatisfactory | Not enough information to evaluate |
| 2. | Plan health education                                       | Distinguished | Competent | Basic | Unsatisfactory | Not enough information to evaluate |
| 3. | Implement health education                                  | Distinguished | Competent | Basic | Unsatisfactory | Not enough information to evaluate |
| 4. | Conduct evaluation and research related to health education | Distinguished | Competent | Basic | Unsatisfactory | Not enough information to evaluate |
| 5. | Administer and manage health education                      | Distinguished | Competent | Basic | Unsatisfactory | Not enough information to evaluate |
| 6. | Serve as a health education resource person                 | Distinguished | Competent | Basic | Unsatisfactory | Not enough information to evaluate |
| 7. | Communicate and advocate for health and health education    | Distinguished | Competent | Basic | Unsatisfactory | Not enough information to evaluate |

DEPARTMENT OF PHYSIOLOGY AND HEALTH SCIENCE  
**FIELD SUPERVISOR FINAL EVALUATION OF INTERN**

Please briefly address the following questions.

This information should be shared with the intern as part of your exit interview.

1. What was the greatest asset of the intern?
  
  
  
  
  
  
  
  
  
  
2. What was the greatest weakness the intern exhibited? How might he/she improve?
  
  
  
  
  
  
  
  
  
  
3. In what area(s) has the intern shown the most growth/potential during the internship?
  
  
  
  
  
  
  
  
  
  
4. Please include any comments specific to the student intern that will provide a more complete picture of his/her readiness to enter the health education profession.
  
  
  
  
  
  
  
  
  
  
5. If the student were to apply for a position with your agency, or requested a professional recommendation from you, what type of recommendation would you give in regard to hiring?

Strongly Recommend    Recommend    Recommend w/ Reservation    Not Recommend

Briefly explain.

\_\_\_\_\_  
Signature of Field Supervisor

\_\_\_\_\_  
Date

Please submit to:      Charity Bishop, Internship Coordinator  
                                 Dept. of Physiology/Health Science, CL 325  
                                 Ball State University, Muncie, IN 47306  
                                 FAX (765) 285-3210    Phone (765) 285-8634    Email: cabishop@bsu.edu

DEPARTMENT OF PHYSIOLOGY AND HEALTH SCIENCE  
**INTERN EVALUATION OF INTERNSHIP SITE**

Intern Name \_\_\_\_\_ Site \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_

Would you recommend this site/agency to a future prospective intern? Yes \_\_\_\_\_ No \_\_\_\_\_

Please evaluate the site of the internship experience. The highest possible rating is a ten, the lowest is a one. Please circle the rating of your choice and **add written comments below each category.**

**1. WORK ATMOSPHERE (friendly, supportive, collegial, tense, chaotic, pleasant)**

10    9    8    7    6    5    4    3    2    1

**2. WORKING CONDITIONS (privacy, access to equipment, pressure, travel, physical environment)**

10    9    8    7    6    5    4    3    2    1

**3. OPPORTUNITIES FOR PROFESSIONAL EXPERIENCES (engage in work related to Responsibilities and Competencies, opportunities to work independently, given own projects)**

10    9    8    7    6    5    4    3    2    1

**4. GENERAL APPRAISAL OF THE SITE FOR AN INTERNSHIP**

10    9    8    7    6    5    4    3    2    1

DEPARTMENT OF PHYSIOLOGY AND HEALTH SCIENCE  
**INTERN EVALUATION OF FIELD SUPERVISOR**

Name: \_\_\_\_\_ Field Supervisor: \_\_\_\_\_

Site: \_\_\_\_\_ Semester and Year of Internship: \_\_\_\_\_

Please evaluate your Field Supervisor regarding his/her major responsibilities with respect to your internship. The highest possible rating is a ten, the lowest is a one. Please circle the rating of your choice and **add written comments below each category.**

**1. SUPERVISION (Guidance, mentoring, direction, management, interest, freedom)**

10    9    8    7    6    5    4    3    2    1

**2. COMMUNICATION (Regularity, conferencing, feedback, recommendations, accolades, criticism)**

10    9    8    7    6    5    4    3    2    1

**3. ORIENTATION (personal instruction, readings, videos, discussions, team talk)**

10    9    8    7    6    5    4    3    2    1

**4. COLLEGIALITY (Friendly, respectful, team oriented, participatory)**

10    9    8    7    6    5    4    3    2    1

**5. FIELD SUPERVISOR GENERAL EVALUATION**

10    9    8    7    6    5    4    3    2    1

DEPARTMENT OF PHYSIOLOGY AND HEALTH SCIENCE  
**COURSE EVALUATION CRITERIA**

Half of the final grade for HSC 479 will be given based on the Field Supervisor's evaluations of the intern. The remaining half will be based on the Internship Coordinator's evaluation of the intern's submitted work and participation including but not limited to: resume development, meeting participation, completion and submission of paperwork, reports, and public presentations.

See the course syllabus for a detailed outline of the graded assignments and their point values.