Department of Community Health Internship Program Site Supervisor Manual

Helping our students succeed!

Contact:
Ada Santafera, Community Health Internship Coordinator
100 Dunn Hall, SUNY Potsdam
Potsdam, New York 13676
315-267-3132
santafam@potsdam.edu
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SECTION I

COMMUNITY HEALTH PROGRAM INFORMATION
WHAT IS COMMUNITY HEALTH?

- It is both a science and an art, based on biological, environmental, psychological, social, physical, and medical sciences.
- Community Health involves development of individual, group, institutional, and community strategies to improve health.
- Health educators are professionals who design, conduct, and evaluate activities that help improve the health of all people.

What does the Community Health major prepare graduates to do?

- Employment in the community health education, health promotion, and disease/injury prevention profession,
- Graduate school within public health and the health sciences

What are some of the strategies that health educators use?

- One-on-one or group education and training
- Community organization and development, social planning, advocacy, and coalition building
- Empowerment strategies to enable individuals and communities to take more control over their personal, community, and environmental health and wellbeing.

Where do Community Health graduates find employment and what do they do?

- Community-based organizations: government agencies such as public health departments, non-profit organizations dealing with specific preventive health issues (e.g., HIV/AIDS education, tobacco cessation, access to health care, nutrition education, maternal/prenatal education, substance abuse prevention, lead poisoning education, etc.)
  - Assist communities in identifying their needs
  - Enable community members to draw upon their problem solving abilities
  - Mobilize resources to develop, promote, implement, and evaluate strategies to improve the community’s health status
  - Identify behavioral and environmental causes of community health concerns
  - Conduct community organizing and outreach
  - Write grants for new program development
  - Advocate for the health of communities, groups, and individuals
  - Develop, produce and evaluate mass media campaigns

- Business and Workplace Programs
  - Perform or coordinate employee counseling and educational programs
  - Conduct employee health risk appraisals & screenings
  - Design & evaluate programs about weight control, hypertension, nutrition, physical fitness, substance abuse prevention, stress management, smoking cessation
• Help companies meet health and safety regulations
• Help employees find community health resources
• Write grants to raise program funds for additional program development

• Health care facilities (clinics, hospitals, health maintenance organizations, long-term care institutions, and nursing homes)
  • Educate patients about medical procedures or how to protect, promote and maintain their health.
  • Educate clients on strategies to reduce high-risk behaviors
  • Create activities and incentives for high-risk patients to use services
  • Conduct staff trainings
  • Consult with health care providers about cultural, behavioral, or social barriers to health
  • Promote self care
  • Write grants to raise program funds.

• Universities and Colleges:
  • Work in collaboration with other programs to ensure a safe & health atmosphere for students and faculty
  • Identify health education needs for the campus
  • Develop mass media programs
  • Present relevant programming to dorms an colleges groups
  • Write grant proposals for new programs to address health needs

The choices certainly aren’t limited to those listed above. Any agency whose focus is improving the quality of life for people in communities would be an appropriate fit for a graduate of SUNY Potsdam’s Community Health Program.

1 Adapted from The New York Coalition for Health Education brochure
THE COMMUNITY HEALTH CURRICULUM

Community Health
Core Curriculum Requirements
54 credit hours required.

The Community Health major requires students to successfully complete 26 core course credits, 9 credits of HLTH electives, a 12-credit internship, and 7 credits of cognate courses. Students who declare the community health major are required to write an essay to evaluate whether they may need assistance with writing skills. If a student is determined to need additional assistance with writing, they will enroll in a course specifically focusing on writing skills development and must earn a 2.0 in this class. Students must also earn at least a 2.0 in courses counting towards the major and maintain an overall GPA in the major of a 2.5 to participate in the culminating internship. Students may not take any core courses s/u.

All courses are 3 credits unless noted. Credits are divided as follows:

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<th>Core Courses</th>
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<td>HLTH 165 Health: A Lifestyle Approach</td>
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<td>HLTH 310 Health Disparities</td>
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<td>HLTH 361 Foundations in Community Health</td>
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<td>HLTH 470 Program Planning</td>
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<td>HLTH 480 Program Implementation and Evaluation</td>
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<td>HLTH 485 Pre-internship seminar (2 credits)</td>
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<td>HLTH 490 Internship (12 credits)</td>
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<th>Electives</th>
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<td>HLTH 250 Drug Studies</td>
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<td>HLTH 325 Alcohol Studies</td>
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<td>HLTH 331 Death and Dying</td>
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<td>HLTH 333 Human Nutrition</td>
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<td>HLTH 341 Issues in Sexual Health</td>
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<td>HLTH 342 Women’s Health</td>
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HLTH 344  Lesbian, Gay and Bisexual Health
HLTH 345  Child Abuse & Neglect
HLTH 346  Preventing Violence Against Women
HLTH 371  Nutrition for Special Populations
HLTH 373  Contemporary Issues in Community Health Nutrition
HLTH 375  Navigating the American Diet
HLTH 425  Exercise and Sports Physiology
HLTH 445  Therapeutic Recreation
HLTH 295, 395 or 495  Special Topics
HLTH 298, 398 or 498  Tutorial

Cognates 7 cr
BIO 107  Human Biology
BIO 210  Human Anatomy and Physiology Lab (1 credit)
STAT 100  Statistics

*Note: Seventy-five liberal arts credits are required for the B.S. degree. General Education requirements are the same as for the B.A. program.*
Community Health Course Descriptions
@ =Indicates a non-liberal arts course. All 300 and 400 level courses require at least junior standing.

195, 295, 395, 495 – Special Topics (1-12)

198, 298, 398, 498 – Tutorial (1-3)

HLTH 165 – Health: A Lifestyle Approach (3) A critical analysis and overview of the interrelatedness of the social, emotional and physical elements of one’s lifestyle. Topics such as physical fitness, nutrition, sexuality, environmental health, stress management, and substance use prevention will be discussed relative to their role in individual and community health concerns. Gen Ed: FS with 1 credit lab. Fall and Spring.

HLTH 185 – Biostatistics (3) This course will provide students with an introduction to descriptive and inferential statistics typically used in community and public health. Not currently offered.

HLTH 200 – Therapeutic Recreation (3) This course examines recreation as an integral part of the treatment process for youth-at-risk, people with disabilities, and other special populations such as those with drug/alcohol dependencies. The use of adventure experiences as modalities for participant change is a primary focus of this course. Cross-listed as WILD 200. Fall.

HLTH 230 – School Health (CA, SAVE) (2)
This course will cover the nature, etiology and prevention of the most common childhood health concerns (e.g., diseases, injuries, etc.) and of the behavioral risk factors for adolescents identified by the Centers for Disease Control. Some of the topics to be covered include signs of child maltreatment and child maltreatment reporting requirements; signs warning of violent behavior in students, regulations related to providing a safe, nonviolent school climate, strategies for promoting a nonviolent school climate (including development of students’ social and problem-solving skills) and strategies for intervening appropriately with students exhibiting or at risk of engaging in violent behavior; fire safety and prevention, arson prevention, drug abuse prevention and child abduction prevention. The course will review the components of coordinated school health programs and current health education standards. Students will also discuss health-related challenges and controversies currently facing schools. Students enrolled in teacher education programs only. Fall and Spring. Also typically offered during Winterim and Summer sessions.

HLTH 250 – Drug Studies (3) Examination of the physiological, psychological, economic, social and cultural problems related to use and abuse of psychoactive substances. Misconceptions, beliefs, and various sources of information are critically evaluated in order to establish a sound basis for personal decision-making. Teaching techniques, group dynamics, and nonchemical alternatives to drugs are explored as preventative tools. Fall and Spring.

HLTH 300 – Environmental Health (3) An analysis of the environmental nature of public health and on controlling the factors that are harmful to health. Focus is on current environmental issues including water and air pollution, workplace safety, environmental toxins, food safety, and shelter and how those issues have an impact on the health of individuals. Fall.

HLTH 310 – Health Disparities (3) In this course, students will examine disparities in the health status of a variety of population groups defined on the basis of race/ethnicity, sex, sexual orientation, socioeconomic status, age, ability, etc. Students will examine and discuss epidemiologic data illustrating disparities, factors that contribute to those disparities and strategies to address disparities. Prerequisites: HLTH 361. Fall.

HLTH 325 – Alcohol Studies (3) An examination of the physical, psychological, and sociological implications of alcohol use and abuse. A primary focus is on confronting our own as well as others attitudes and beliefs about alcohol use. Additional emphasis is placed on theories of causation, awareness of values, and conflicting value systems relating to prevention and the importance of developing an understanding of the role of alcohol use in western society. Gen Ed: SI and SA credit. Spring.
HLTH 331 – Death and Dying (3) An examination of the social and psychological implications of the study of death and dying with particular emphasis on their relevance to enhancing the quality of life. Death is viewed as an integral part of life and the final stage of growth, more than a mere biological event. A focus of the course is to provide an understanding of those issues, which have an impact upon individuals when going through life-threatening processes. The importance of recognizing needs, nonverbal or symbolic behavior and effective communication is studied along with the impact of loss in the life cycle. Gen Ed: SA credit. Spring.

HLTH 333 – Human Nutrition (3) Designed to acquaint the student with the basic principles of nutrition including a study of the nutrients, their functions and sources, the application of nutrition principles to the various stages of the human life cycle, the question of food safety in terms of additives, residues, and natural toxicants, and the area of nutrition quackery. Students will become involved in self-evaluation projects and group discussions that will enable them to apply the basic principles to their daily eating habits and lifestyles. Fall and Spring.

HLTH 341 – Sexual Health (3) This course is designed to be an exploration of topics in sexual health. Students will examine adolescent and sexual identity development; sexual health issues such as sexually transmitted disease, reproduction and sexual violence, and community health strategies used to address sexual health such as sexuality education, disease prevention and sexual health promotion efforts, sexual/reproductive health care. Students will also explore the impact of attitudes about sex on sexual health and on community health strategies to address sexual health. Spring.

HLTH 342 – Women’s Health (3) This course examines health concerns specific to women. Behavioral, psychological and socio-cultural aspects of women’s experience in health systems will be explored, as well as general influences such as age, race, ethnicity and social class on women’s roles as recipients and providers of health care. Course topics include historical perspectives on women’s health, gender differences in morbidity and mortality, patient and health care provider relationships, health care consumerism, the impact of employment, motherhood, divorce and aging, and other health concerns unique to women. Fall.

HLTH 343 – Maternal and Child Health (3) Maternal Child Health (MCH) offers an introduction to health issues affecting infants, children, adolescents and women of reproductive age. The course focuses on the ways in which poverty, politics, and racial/ethnic disparities affect the health of families in the U.S. and abroad. Students will examine the history and organization of MCH programs in the U.S., discuss the organization and financing of MCH health services, and explore current topics and trends in MCH, including pregnancy and childbirth, children with special needs, and teen pregnancy, among others. Spring.

HLTH 344 – Issues in Lesbian, Gay, and Bisexual Health (3) This seminar-style course explores issues related to the health and well being of lesbian women, gay men and bisexual women and men. Topics covered include the development of gay, lesbian or bisexual identity; the impact of coming out on well being; the current state of research into the gay, lesbian and bisexual health; the nature of homophobia and heterosexism; the impact of living in a homophobic, heterosexist society; strategies to combat homophobia/heterosexism and build supportive environments (in schools, health care settings, etc.); and related topics of interest to students enrolled in the class. As warranted.

HLTH 345 – Child Abuse and Neglect (3) This course will examine child abuse and neglect as a significant public health problem. Students will examine the nature, prevalence, determinants and consequences of abuse and neglect. In addition, programs and systems to identify, respond to and prevent abuse and neglect will be critically reviewed. As warranted.

HLTH 346 – Preventing Violence Against Women (3) This course will provide students with an introduction to violence against women and efforts to prevent it. While violence is perpetrated against men, the focus of this course is to understand its etiology and impact against women. In this course, students will learn about types of violence against women, the health consequences of violence, as well as risk factors for both victimization and perpetration. Students will explore the efficacy of violence prevention efforts in both public health and the criminal justice systems. As warranted.
HLTH 361 – Foundations of Community Health (3) This course outlines the history, evolution and status of the practice of health education among groups of people who define themselves as a community. There is a focus on health behaviors, environmental influences, health policy, and economic and healthcare system issues in health promotion and disease prevention. Gen Ed: SA and SI credit. Fall and Spring.

HLTH 371 – Nutrition for Special Populations (3) This course will cover issues related to the nutrition among specific populations of people. Topics will include prenatal nutrition, nutrition for children and the elderly, and nutrition for athletes. Fall, odd years.

HLTH 373 – Current Topics in Community Health Nutrition (3) This course will cover issues related to the latest research in nutrition. Students will investigate such topics as phytochemicals, vegetarianism and herbal supplements. Fall, even years.

HLTH 375 – Navigating the American Diet (3) This course will provide an in depth analysis of the science of weight management. Using current scientific nutrition research students will learn about the nature of hunger, appetite and satiety and will explore how the current American diet promotes weight gain. Students will learn about current fad diets; how obesity and weight gain are associated with chronic disease; the role of physical activity in weight management; the dangers associated with disordered eating; and medical treatment methods for treating obesity including appetite suppressants and gastric bypass surgery. Through interactive, student led activities, students will learn how to maximize nutrients and flavor in the food they eat without also maximizing calories. Spring.

HLTH 380 – Theory in Community Health (3) This course will provide students with an overview of theories used in health education and communication. Fall.

HLTH 385 – Epidemiology and Biostatistics (3) Introduction to principles and methods of epidemiology and biostatistics used to study etiology, distribution and control of disease. Spring.

HLTH 391 – Writing for Public Health (1) The purpose of this class is to introduce students to the range of writing tasks presented to individuals working in the field of community health. Through interactive, in-class writing, students will understand the importance of clear, concise written communication and hone their writing skills for a host of real-world applications. Spring

HLTH 425 – Exercise Physiology (3) This course examines the physiological adaptations to exercise for fitness, with consideration of factors that affect physical performance and methods for evaluating physiological capacities. Prerequisite: BIOL 107. Spring.

HLTH 430 – Human Disease: Patterns, Prevention and Intervention (3) Contemporary concepts of causation, prevention and intervention of chronic and communicable disease. Individual and community risk factors will be analyzed with an emphasis on prevention. Prerequisites: BIOL 107. Fall and Spring.

HLTH 465 – Health Instruction Strategies (3) An introduction into the philosophy, instructional strategies, and general health topics applied while instructing health courses. Discussion of relevant topics, assessment techniques, and student-teacher interaction will provide students with skills, knowledge, and experience needed to successfully teach a health course to both high school and college students. Emphasis is on appropriate instruction techniques and public speaking skills that most effectively will reach the target population. Restricted to those who are Community Health Majors, and have permission of the instructor. As warranted.
HLTH 470 – @Program Planning (3) An analysis of methods and strategies for community health needs assessment, determining community demographics and program needs. Discussion and application of community health program planning and implementation in a variety of settings, as well as criteria and procedures for program evaluation. Prerequisites: HLTH 361. Gen Ed: WI credit. Spring.

HLTH 475 – Minor Seminar (2) Exposes Community Health, Sexual Health, Nutrition, Fitness, Therapeutic Recreation and Wilderness Education Minors to community programs or agencies. Students gain experience developing or working on an applied project. Community Health, Sexual Health, Nutrition, Fitness, Therapeutic Recreation and Wilderness Education minors only. Fall, Spring and Summer.

HLTH 480 – Program Evaluation (3) Evaluation theory and fundamental principles of evaluation technique. Process, outcome and impact evaluations of the effectiveness and efficacy of disease and injury prevention and intervention programs will be developed using qualitative and quantitative methods. Prerequisite: HLTH 361 and 470. Fall.

HLTH 485 – @Pre-Internship Seminar (2) This course is designed to prepare Community Health majors to select their internships for the following semester. The course will include interviewing techniques, supervisor/employee relationships, responsibilities as an intern, with significant emphasis on student research in the content area of their interest (e.g., nutrition, environmental health, substance use prevention, etc.) Students must take this course the semester prior to their internship. Prerequisite: HLTH 470 or 480. Community Health Majors only. Fall and Spring.

HLTH 490 – @Internship (12) A full semester experiential placement in a community-based, health-related agency (two separate 7-week experiences). May require residence in any part of state at student’s expense. To enroll, students must complete all courses required for the major with a 2.5 or higher major GPA; students must earn at least a 2.0 in each course counting toward the major; and students must have earned a passing score on the entrance essay. Contact the Community Health Internship Coordinator Ada Santaferra at santafam@potsdam.edu. Fall, Spring and Summer.

HLTH 530 – School Health – CA, SAVE (3) This course examines signs of child maltreatment and related reporting requirements for teachers; signs warning of violent behavior in students, regulations related to providing a safe, nonviolent school climate, strategies for promoting a nonviolent school climate and strategies for intervening appropriately with students exhibiting or at risk of engaging in violent behavior; fire safety and prevention, drug abuse prevention and child abduction prevention; and behaviors affecting the current and future health of school-aged children and adolescents. The course also explores coordinated school health programs, current health education standards and health-related challenges and controversies schools are facing. Fall and Spring. Also typically offered during Winterim and Summer.
Student Learning Outcomes for the Community Health Major

By graduation, students will demonstrate proficiency in the seven responsibility areas for entry-level health educators. To read more on these responsibility areas, please go to www.nche.org/credentialing/responsibilities/

In addition, students are also expected to demonstrate the following professional skills prior to graduation:

- Written communication skills: Student uses appropriate grammar, structure, punctuation, spelling, tone, etc. in written communication.
- Oral and non-verbal communication skills:
  - In interpersonal communication, student uses or maintains appropriate tone, language, attitude, interpersonal space, etc.
  - In public speaking, student uses or displays appropriate volume, speed, enunciation, eye contact, structure, etc.
- Communication: Student can articulate ideas and questions clearly.
- Organization: Student keeps track of assignments and materials, is prepared for presentations, etc.
- Initiative: Student can begin tasks and work independently, initiate tasks/projects, etc.
- Dependability: Student is punctual, completes assignments, meets deadlines, etc.
- Collegiality: Student’s interactions with others are appropriate, positive, helpful, etc.
- Collaboration: Student is able to collaborate with others in work on tasks or projects; can accept others’ suggestions and criticisms, can participate appropriately in discussion and debate, etc.
- Judgment: Student considers options and their implications when making decisions, does not act impulsively, etc.
- Respectful: Student respects confidentiality, treats others with respect, etc.
- Self Presentation: Student is well groomed, dressed appropriately, well rested, etc.
GENERAL INTERNSHIP POLICIES:

- The semester will consist of two, seven-week, 37 hours per week, internships.

- Students must complete all required hours at both internship placements as well as all required course work to receive a passing grade on their transcript.

- Prospective interns will begin research for their internship placements prior to the start of the semester in which they plan to do their internships. The internship proposal will be written and submitted to the Community Health Internship Coordinator and faculty during the semester prior to the planned internship start date.

- Students must not have conflicting commitments during the internship. Students are expected to be flexible in regards to the regular 8-5 hours. Students must also be available for evening and weekend activities.

- Students should not expect payment for internship work. There are a few competitive internship placements that do provide compensation, but most sites do not.

- Attendance – Each intern is expected to arrange a mutually agreed upon schedule of 37 hours with their site supervisor. College course work in addition to the internship will only be permitted if previously arranged with and approved by the internship coordinator and faculty of the Community Health Department.

  The attendance policy is:
  - If a student misses a day due to illness, those hours must be made up.
  - National holidays that regular paid employees of the internship site receive can be taken by the intern with no obligation to make up the hours.
  - Students cannot participate in SUNY Potsdam College holidays and breaks that are not observed by the agency.

- Each placement will be graded separately. The two placements will then be averaged together for a final grade. Students must receive a final grade of at least a 2.0 for their internships to fulfill the internship requirements. A grade of "S" or "U" will appear on the transcript.

- Students are required to select two separate internship placements with substantially different focuses. This will allow the student broad exposure to the field of Community Health.

- The internship experience will enable students to be exposed to a variety of occupations while allowing them to maintain the 12 credits necessary to remain full-time matriculated students.
SYLLABUS

HLTH 490: Community Health Internship
Internship Coordinator: Ada Santaferra, MST, CHES, CT
Office: 100 Dunn Hall Phone: 267-3132 Fax: 315-267-3189
Email: santafam@potsdam.edu

Internship goals:
● To provide the student with experience in practical real-life working environments.
● Students will gain broad exposure to the field of community health.
● To provide the student an opportunity to develop skills through the health education responsibilities and competencies.

Final Grading:
The internship experience consists of two seven-week, thirty-seven hour per week placements. **Time spent on academic work does not count towards completion of internship hours (259 total for each internship).** Each internship placement will be awarded a numerical grade on a scale of 0.0-4.0. The two placement grades will be averaged together and will determine the final transcript grade of Satisfactory or Unsatisfactory. Any student who fails to complete all required hours at both placements will earn a final transcript grade of unsatisfactory. Although the students will not receive a numerical grade on their transcript, the placement grades will be used for the following:
● To provide feedback on how the student is progressing during the semester.
● Allows the student to list a grade for the internship experience on his/her resume.
● Advises the student to improve his/her grade during the second internship if he/she received a poor grade on the first.
● A good internship experience will result in good professional references and recommendations.
● See the “Top ten list of reasons to do well on your Internship” sheet that is enclosed in the internship guidebook.

Timeline for Completing the Internship Experience:
Students will have one semester to complete HLTH 490 Internship successfully.

To complete HLTH 490 within the specified time period:
● The student must begin the first internship placement by the first day of the academic semester.
● If a student does not begin their first placement by the first day of their academic semester, the following grade reduction scale will be implemented for the first placement:
  ○ If the student begins one week late the grading scale will begin at 3.0
  ○ If the student begins two weeks late the grading scale will begin at 2.0
  ○ If the student begins three weeks late the grading scale will begin at 1.0
  ○ If the student begins four weeks late the grading scale will begin at 0.0.
● All required work for the first placement must be submitted to the Community Health Internship Coordinator two weeks after completion of the placement.
● In the case of a 0.0 grade for the first internship placement, a student must receive a 4.0 on the second internship placement in order to pass HLTH 490.
● The student must complete the second internship placement by the last day of regular classes.
● If a student does not begin the second placement on time the following grade reduction scale will be implemented:
  ● If the student begins one week late the grading scale will begin at 3.0
  ● If the student begins two weeks late the grading scale will begin at 2.0
  ● If the student begins three weeks late the grading scale will begin at 1.0
  ● If the student begins four weeks late the grading scale will begin at 0.0.

● All required work for the second placement must be submitted to the Community Health Internship Coordinator by 5:00pm on the last day of finals week.

Warning: Taking time off between the first and second internship placement will create a barrier to finishing in a timely manner.

Texts and Readings:
Students are responsible for locating and submitting three articles for each of the seven-week internships. Readings must be related to the placements and must be submitted with the third week’s journal. Articles must be from appropriate sources. If you don’t know what this means, please ask me. You will submit three page write up for each of the articles. The purpose is for you to think critically about the article and how it may relate to your internship work and experience.

If you have not received the reading response guideline handout, please make sure you get one. This handout will help you prepare your responses. The purpose is for you to think critically about the article and how it relates to your internship experience. Failure to submit articles and/or the write up for each article them will result in a failing grade for the reading assignment, which is 15% of your placement grade.

Attendance:
Each intern is expected to arrange a mutually agreed upon schedule of 37 hours per week with their site supervisor. College course work in addition to the internship will not be permitted.

Attendance policy is:
  ● If a student missed a day due to illness, those hours must be made up.
  ● National holidays that regular paid employees of the internship site receive can be taken by the intern with no obligation to make up the hours. In the event that the intern is at an agency in which there are extended breaks (such as school settings) the intern will be required to make up 1/2 of the time that the agency is on break (if the school has a week off the intern will be required to make up the equivalent of 2 1/2 days or 18.5 hours).
  ● Students may not take SUNY Potsdam breaks (example: spring break) that are not observed by the agency.
  ● Substandard attendance will result in a failing grade.
  ● Students and site supervisors should keep track of hours on a weekly time sheet provided in your internship packet given during pre-internship seminar.
  ● Taking time off for any reason that is not discussed and approved by your site supervisor and the internship coordinator will result in immediate failure of the internship placement.
  ● Any behavior deemed inappropriate by the site supervisor and/or the internship coordinator will result in immediate failure of the internship placement.

Moodle:
We will be utilizing Moodle for this course. This site contains a wealth of information for you. Information on the Moodle site includes information about professional skills, assignments, website links, grammar and spelling help and community health information.
Work Submission:
All written work may be submitted via email to santafam@potsdam.edu, placed in the faculty mailbox labeled “Ada Santaferra”, in person to 100 Dunn Hall, or mailed via the postal service. If I am not in my office when you are delivering assignments please slide them under the door. All assignments will be graded for proper grammar, organization and spelling. All papers must be 12-point font and double-spaced.

Weekly Journals:
- Journals are to be typed. The journal for each week is due the Monday following that week by 4pm (e.g.: Week 9/1-9/7 logs are due on 9/10). The journal must be at least two pages for the week (If your journal is well written it will be difficult to fit everything on less than two pages).
- These are a narrative summary of what was observed/experienced/felt/learned.
- Journals should detail activities for the week and be reflective in nature.
- Journals are not to be signed by the site supervisor.
- They may be a place to discuss problems or concerns of the internship.
- Journals should include a discussion of progress on planned competency-related activities.
- Readings should be discussed/analyzed/criticized in weekly journals. Do not wait until the last minute the journal is due to do this.
- The student should make sure the logs include specifics relating to the week’s activities. General statements such as “I learned a great deal at the substance abuse program I went to” are not specific. The student should discuss what he or she actually did and learned.
- Students will receive incremental deductions for poor spelling and improper grammar.
- Each journal will be graded separately and then all will be averaged together for a final grade.
  **INCREMENTAL GRADE DEDUCTIONS WILL BE MADE FOR LATE JOURNALS. IF YOUR JOURNAL IS GOING TO BE LATE DUE TO INTERNSHIP RELATED WORK OR TRAVEL PLEASE CONTACT THE INTERNSHIP COORDINATOR.**

Mission Paper:
- This is a 2-3 page typed paper for each site that details the agency’s role in the community, mission and daily operations, funding sources and office procedures. (staff meetings, confidentiality, etc…) Submit one paper for each placement.
- This is due with the fourth week’s log (on Monday).
- The paper should discuss projects that are being undertaken by the agency.
- The paper may include, but is not limited to, information such as the communities served by the agency and curricula or programs that are a regular part of the agency’s health education plan.
- Deductions will be made for improper grammar and spelling.
- **INCREMENTAL GRADE DEDUCTIONS WILL BE MADE FOR LATE MISSION PAPERS. IF YOUR MISSION PAPER IS GOING TO BE LATE DUE TO INTERNSHIP RELATED WORK OR TRAVEL PLEASE CONTACT THE INTERNSHIP COORDINATOR.**

Culminating Paper/Responsibility and Competency Paper:
- 8-10 page typed paper for each placement. Submit one paper for each placement.
- This is an overall discussion of the internship experience- a discussion of the skills obtained, the knowledge that was gained, the experiences the student had, the skills used throughout the internship and the student’s role in the agency.
- This is also an opportunity to critique the agency- its mission, areas that could be improved, communication within the agency, etc. This is an opportunity for the intern to discuss whether he/she was challenged or not and why, and to discuss how he/she used his/her academic experience in the internship.
- The intern should discuss the responsibilities and competencies that were included in the initial proposal and the activities on which they focused. The intern should also include the outcomes of these
activities, the process they used to complete them, barriers to achievement, degree of support for the activities, success of implementation (if applicable), and the response of participants (if applicable).

- The intern should also discuss the responsibilities and competencies that were addressed during the internship that were not discussed in the initial proposal (if applicable).
- This paper should be reflective in nature.
- The intern should discuss the experience as a whole.
- The intern may discuss areas in which he/she wishes he/she has more academic preparation (e.g.: budgeting, behavior change).
- The intern may include copies of articles or other items he/she devised or worked on during the internship. However, this will not be counted towards the 8-10 page written requirement for this assignment.
- Deductions will be made for improper grammar and spelling.
- **INCREMENTAL GRADE DEDUCTIONS WILL BE MADE FOR LATE PAPERS. IF YOUR PAPER IS GOING TO BE LATE DUE TO INTERNSHIP RELATED WORK OR TRAVEL PLEASE CONTACT THE INTERNSHIP COORDINATOR.**

**Internship Summary:**

- This is a one page typed paper about the placement. Submit one summary for each placement.
- This paper will be kept on file for future interns.
- This paper will detail the role and responsibilities of the intern.
- This summary should include a description of the skills/knowledge the intern should have prior to the internship start date, the personalities that may work best at the site and a description of how challenging the internship was.
- The intern should keep in mind that this summary is primarily for the benefit of other students who are investigating internship sites.
- **INCREMENTAL GRADE DEDUCTIONS WILL BE MADE FOR LATE PAPERS. IF YOUR PAPER IS GOING TO BE LATE DUE TO INTERNSHIP RELATED WORK OR TRAVEL PLEASE CONTACT THE INTERNSHIP COORDINATOR.**

**Mid Term Evaluation:**

Approximately four weeks after the beginning of each internship placement the Internship Coordinator will contact the site supervisor to schedule a meeting to complete a mid-term evaluation. The mid-term evaluation is an opportunity to discuss the progress of the student. The mid-term evaluation will occur either over the telephone or in person, depending on the location of the internship placement. The student may or may not be present during completion of the mid-term evaluation. If the student is not present at the meeting the Internship Coordinator will contact the student to review the comments and suggestions from the mid-term evaluation.

**Site Supervisor Final Evaluation Form:**

Please give me, “Site Supervisor Final Evaluation Form” (in your internship folder) to your site supervisor on the last day of your internship. Please ask the site supervisor to complete the form and return it to me.

**Character and Integrity**

Character is how you behave when no one is looking. Integrity is about being honest, understanding the principles of right and wrong, and behaving in such a way that your sense of honesty and understanding of right and wrong on the inside shows in your day to day behavior. Actions speak louder than words!
### Grading for Each Internship Placement

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Journals</td>
<td>20%</td>
</tr>
<tr>
<td>Article Assignment</td>
<td>15%</td>
</tr>
<tr>
<td>Mission Paper</td>
<td>10%</td>
</tr>
<tr>
<td>Mid Term Evaluation</td>
<td>15%</td>
</tr>
<tr>
<td>Culminating/Competency Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Internship Summary</td>
<td>10%</td>
</tr>
<tr>
<td>Character and Integrity</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**% score = final grade**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95 – 100</td>
<td>4.0</td>
</tr>
<tr>
<td>92 – 94</td>
<td>3.67</td>
</tr>
<tr>
<td>89 – 91</td>
<td>3.33</td>
</tr>
<tr>
<td>85 – 88</td>
<td>3.0</td>
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<tr>
<td>81 – 84</td>
<td>2.67</td>
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<tr>
<td>77 – 80</td>
<td>2.33</td>
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<tr>
<td>73 - 76</td>
<td>2.0</td>
</tr>
<tr>
<td>69 – 72</td>
<td>1.67</td>
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<tr>
<td>65 – 68</td>
<td>1.33</td>
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<tr>
<td>60 – 64</td>
<td>1.0</td>
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<tr>
<td>0 - 59</td>
<td>0.0</td>
</tr>
</tbody>
</table>
WHAT ARE THE BENEFITS OF HOSTING A COMMUNITY HEALTH INTERN?

1. **Interns help to “lighten the load”**. They can take on new projects that regular staff doesn’t have the time for. Many interns can work autonomously.

2. **Pool for recruiting full time employees.** Interns have experience and knowledge about the agency. They know co-workers and office procedures. Working an intern into an entry-level position may be easier than hiring a new person. Some of our site agencies have hired community health students after they completed their internship.

3. **Interns, due to their recent exposure to new research, may help keep supervisors and staff fresh in their knowledge of the field.** They can also help an agency understand the issues surrounding college students. This is especially helpful if the agency’s target population includes college students.

4. **Students well versed in conducting research** and can perform much needed research for the agency.

5. **Students provide a liaison to the campus.** Site supervisors may find this helpful for contact or topic information.

6. **Interns can serve as role models to clients.** A mature, successful college student can become a role model to various clients, especially disadvantaged youth.

7. **Help provide structure to the paid employees.** Employees must train interns by agency protocol; this helps to remind employees of what agency protocol is and may help employees to “do things by the book.” Employees involved in training a student intern may come to take their job more seriously.

8. **Improve employee morale.** A new face and new energy can help create excitement in an agency that may feel stagnation.

9. **Agency name recognition.** Faculty become aware of excellent host site, awards are given, and articles appear in the newspaper that may mention internship sites. Students also discuss those sites that they have really enjoyed with other community members.
The table below depicts a sample of the current or past internships and student intern projects/activities. Please feel free to contact Ada Santaferra at 315-267-3132 or email santafam@potsdam.edu if you have questions or need more information about the sites or projects/activities.

<table>
<thead>
<tr>
<th>Internship Site</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saratoga Regional YMCA</td>
<td>Assist with the “Before and After School Education” program, incorporating physical activity and nutrition information into the youth’s daily activities.</td>
</tr>
<tr>
<td>Cornell Cooperative Extension</td>
<td>Community education about health and nutrition, marketing “Choose Health” program, and working with older youths regarding making healthy choices.</td>
</tr>
<tr>
<td>Adirondack Medical Center</td>
<td>Employee wellness program, including working with committees to help attain their goals, providing in-service with supervisors regarding a Return to Work program, and develop materials for dissemination and present information regarding general wellness, and injury prevention.</td>
</tr>
<tr>
<td>Hudson Headwaters Health Network</td>
<td>Work with Teen Awareness Group, which focuses on teen pregnancy, and STD/STI prevention. Development of nutrition program for local youth as part of healthy teen development.</td>
</tr>
<tr>
<td>Renewal House</td>
<td>Observe and partake in crisis calls, educational programs, and advocacy work. Research and write articles for newsletter, and research topics relating to domestic violence and sexual assault to find educational resources for library.</td>
</tr>
<tr>
<td>American Red Cross</td>
<td>Receive training in disaster preparedness; work with the local high school’s American Red Cross Club as mentor, keeping students on task, and assist with their projects. Conduct a needs assessment for the area in regard to disaster preparedness education.</td>
</tr>
<tr>
<td>Occupational Health Clinical Center</td>
<td>Help assess agricultural needs and risks, and implement a school-based awareness and education, reaching the community and educating them about the hazards and risks of occupations. Help with the planning of a Workers’ Memorial Day event, and participate in the planning of an Open House for the center.</td>
</tr>
<tr>
<td>Hospice and Palliative Care of St. Lawrence Valley</td>
<td>Assist in the delivery of Good Grief Clubs in the area schools, and co-facilitate. Attending, interacting, and co-facilitating different group with grief counselor, program planning for a fund raising event, and create kits for activities.</td>
</tr>
<tr>
<td>Franklin County Public Health Department</td>
<td>Work on Childhood Obesity initiative, assessing the consumption of soda and sugar sweetened beverages in Franklin County. Work on initiatives to reduce sugar sweetened beverages and soda consumption in attempt to reduce childhood obesity.</td>
</tr>
<tr>
<td><strong>St. Lawrence Health Initiative</strong></td>
<td>Present material to you in SLC as part of the Teens HELP Program, and answer questions on the “Q&amp;A” section for teens, parents and professionals related to life skills, teen pregnancy and other health related topics on their website.</td>
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<tr>
<td>----------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>SUNY Oswego</strong></td>
<td>Helping to promote, protect, and preserve health and wellness on the SUNY Oswego campus as well as providing information to the students about various health and wellness programs the campus provides</td>
</tr>
</tbody>
</table>


SECTION III

GUIDELINES AND FORMS FOR SITE SUPERVISORS
COMMUNITY HEALTH INTERNSHIP SITE SUPERVISOR GUIDELINES
The State University of New York at Potsdam

The Internship Program in the Community Health Department at SUNY Potsdam is one component of an intensive career planning process available to students. This program is designed to integrate students, participating employers and the College into a partnership providing employers with valuable workers while also providing the student with career-related work experience. This career-related experience will enhance the intern’s educational goals, while contributing to your organization’s mission.

The Community Health Internship is mandatory for all Community Health majors. During the semester, students will participate in two seven-week long internships at different sites and earn a total of 12 academic credits. The student is required to work with the internship coordinator/faculty sponsor and formulate an academic contract with specific goals and objectives.

To encourage the best possible educational experience for students in the Community Health Internship Program, we present the following suggested guidelines. We are pleased you are volunteering to give your time and energy to host a student intern. You are providing a valuable learning experience. At the same time, you and your organization will be receiving numerous benefits such as capable assistance in getting projects done, new ideas and enthusiasm.

We hope you incorporate the following guidelines. We also hope you will provide us with suggestions about our internship program. Correspondence can always be directed to santafam@potsdam.edu.

Appropriate Expectations of an Intern

The intern should not be looked upon as an expert in the field. It is important to remember that although an intern will bring special skills and fresh ideas to your organization, he/she is essentially at your organization to learn and put to use the knowledge and guidance he/she obtained in the classroom. Therefore, although all employees are required to complete mundane tasks, these tasks should be limited to only twenty percent of the intern’s time. If your organization can meet its needs while contributing to the success of the intern’s learning objectives, then the internship placement will be a perfect match.

- Attendance – Each intern is expected to arrange a mutually agreed upon schedule of 37 hours with their site supervisor. College course work in addition to the internship will only be permitted if previously arranged with and approved by the internship coordinator and faculty of the Community Health Department.

The attendance policy is:

- If a student misses a day due to illness, those hours must be made up.
National holidays that regular paid employees of the internship site receive can be taken by the intern with no obligation to make up the hours.

Students cannot participate in SUNY Potsdam College holidays and breaks that are not observed by the agency.

Initial Paperwork

Prior to the beginning of the internship, meet with the intern to determine the nature of the internship. Review and approve the intern’s proposal. Sign and complete the employer portion of the Internship Learning Agreement Form.

Orientation

- Provide a position description. Explain specific duties and performance standards.
- Clarify schedule, acceptable attire, deadlines, degree of independence, supervisor(s). Be clear about possible travel and the need for a flexible schedule if applicable.
- Be clear about reimbursement for mileage or other items.
- Give the student a tour. Introduce the student to key personnel and point out supplies, resources and basic office procedures.
- Describe your agency and your department. Supply an organizational chart if available. Explain the student’s role within the organization. Relate how your department fits into the big picture.
- Offer the student brochures, newsletters, manuals and reports that can provide information on your organization’s purpose, development and activities.
- Discuss with the student the learning objectives that she/he would like to accomplish and complete the necessary contracts.
- Inform the intern of any safety and “Right to Know” issues

Supervision

- Schedule regular (weekly) meetings to go over assignments, answer questions and offer feedback. Encourage the student to contribute ideas and suggestions.
- Review performance on an informal, on-going basis. Discuss strengths and areas needing improvement. Most students welcome constructive feedback on performance. Don’t forget positive reinforcement.
- Please don’t use your student intern to fulfill secretarial duties. Don’t just stick the intern with the projects and activities that regular staff may dread. Some amount of paperwork and running may not be avoidable, but it is to your advantage to have the intern be involved in professional tasks.
- Adjust the level of responsibility if necessary, add new tasks or provide more training.
- Include the student intern in staff meetings. Encourage her/him to participate in the meetings.
- Share your career path. Introduce students to professional literature and resource persons in your organization. Provide opportunities for students to attend conferences/workshops/out of agency meetings.
Encourage professionalism by assisting the intern in developing human relations skills; decision-making abilities and managing office politics;

Provide opportunities for the student to learn and understand more about the role of community health, health education and promotion and/or wellness issues.

**Evaluation**

As a supervisor, you will be expected to participate in the following:

- A mid-term evaluation. This will be completed through either an on-site visit, phone consultation or mailing. Results of the mid-term will be shared with the student at a later date.
- A Final Evaluation. This will assess the student’s overall performance using the form we provide either as a hard copy or the electronic version. You will receive this in the mail.
- Possible Reference. Please think about if you could help out the student through a letter of recommendation or as a professional reference.

We hope that you find working with the Community Health Internship Program and your student interns an exciting and rewarding experience. Your time and energy are greatly appreciated.

**INTERNSHIP TERMINOLOGY**

- **Site Supervisor**: As the site supervisor, you will be immediately responsible for the intern and his/her performance. You will be asked to complete an evaluation of the intern’s performance and progress throughout the internship.

- **Internship Coordinator**: The staff member in charge of organizing and coordinating all internships. The student will initiate the internship process with this person. The coordinator will guide the student through the process from start to end. This person is also the faculty sponsor for community health students. The coordinator awards a grade and credit for the completed internship based on the student’s performance and completion of assignments.

- **Internship Site**: The organization providing the internship opportunity.
INTERNSHIP PAPERWORK

This section contains the forms associated with the Community Health Internship Program. The site supervisor is responsible for the participation in and completion of the forms. This section contains the following:

- Learning Agreement Form and Instructions
- Mid-Term Evaluation Form and Instructions
- Final Evaluation Form and Instructions
INTERNSHIP LEARNING AGREEMENT FORM

This form, once completed, formalizes the internship arrangement. It is an agreement between SUNY Potsdam, the site and the student that the internship is going to proceed. The student may not begin the internship until this form is completed and submitted to the Internship Coordinator, Ada Santaferra.

Site supervisor obtain this form from the student. The site supervisor is ONLY required to complete the section titled “Organization Information.” The site supervisor must sign and date under the “Signatures” section on the back. Once the site supervisor completes their section, he/she should give it back to the student.

Students need to submit the Internship Learning Agreement Form to the Internship Coordinator, Ada Santaferra. Ada will obtain the remaining signatures.
Please be sure to completely & legibly fill out all areas of this form.

Please bring this form to the Community Health Internship Coordinator
Once you have obtained the signature from your site supervisor and the entire form has been filled out.

STUDENT INFORMATION

Student Name: ____________________________________________ P#: ______________________ (Can be found on BearPaws)
College Address: _________________________________________ College Ph. No. (______) ________ - ________________
Home Address: _________________________________________ Home Ph. No. (______) ________ - ________________

Major: Community Health Minor: _______________________________________________________________

INTERNSHIP SITE INFORMATION

Name of Internship Site: _____________________________________________________________________________________
Work Site Address: __________________________________________________ Ph. No. (______) ________ - ________________
Fax No. (______) ________ - ________________
Site Supervisor Name: _______________________________________________ Title: ____________________
Site Supervisor's Email: ___________________________________________ *EMAIL REQUIRED FOR MIDTERM & FINAL EVALS TO BE SENT

Starting Date: ___/___/___ Ending Date: ___/___/___

ACADEMIC INFORMATION

Number of Credit Hours Assigned: 12 Liberal Arts Credit? _________ Non-Liberal Arts Credit? ___________
Number Grade  S/U
Course Title: Internship Course Number: HLTH 490 CRN: ______________ Internship Semester: _____________

Please read and initial each of the following statements:

_____ My site supervisor has seen and approved my proposal.
_____ I am not registered for or completing any other courses while completing this internship.
_____ I am not receiving internship credits from another academic department while completing this internship for academic credits from the Department of Community Health.
_____ I cannot receive credit for the time spent at the internship placement until this learning agreement is completed correctly and submitted to the Community Health Internship Coordinator.
PLEASE OBTAIN EACH OF THE FOLLOWING SIGNATURES:

Student:  ___________________________________________________________  Date:  ___/___/___

Site Supervisor:  ______________________________________________________  Date:  ___/___/___

Community Health Internship Coordinator:  ____________________________  Date:  ___/___/___

Department Chair:  ________________________________  Date:  ___/___/___

FOR OFFICE OF EXPERIENTIAL EDUCATION USE ONLY

Community Health Learning Agreement entered by Experiential Education Office:  _______________  Date:  ______________

For additional information, please contact Ada Santafera Community Health Internship Coordinator, 100 Dunn Hall.
Phone: 315-267-3132  FAX: 315-267-3189  Email: santafam@potsdam.edu
MID-TERM EVALUATION FORM

This form is used during the mid-term review of the student intern. The mid-term review happens approximately after the first four weeks of the internship placement. The internship coordinator will contact the site supervisor to discuss the time and place for the review. The mid-term evaluation will occur either over the phone or in person, depending on the location of the host agency.

Once the site supervisor participates in the mid-term review he/she will be asked to sign the form (unless a phone review was conducted). The internship coordinator will review comments and suggestions from the mid-term review with the student during a separate meeting.
Community Health Internship Program

Mid-Term Evaluation Form

Intern Name:______________________________________________________________

Site Supervisor:_____________________________________________________________________ 

Agency Name:_____________________________________________________________________

Phone Number:_____________________________Semester:_______________________________

Date of Evaluation:_______________________________________

1. Is the intern fulfilling the internship’s time commitment of thirty seven hours a week? YES NO

2. In what ways is the intern working towards the completion of the stated learning objective?

3. At this point, what would you say are the intern’s strengths?

4. At this point what changes would you like to see the intern make in their performance as a Community Health Intern?
Please make an X under the description that best represents the student intern’s performance in each area below. If you have not had the opportunity to observe the intern’s performance in a particular area, choose “cannot evaluate.”

1. **Written Communication Skills:**

<table>
<thead>
<tr>
<th></th>
<th>Almost always correct / appropriate; Errors / problems are rare</th>
<th>Usually correct / appropriate; Errors / problems occur occasionally</th>
<th>Often correct / appropriate; Errors / problems are frequent</th>
<th>Rarely correct / appropriate; Errors / problems are constant</th>
<th>Cannot evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar, punctuation and spelling in written communication</td>
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<tr>
<td>Structure/Organization in written communication</td>
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</tbody>
</table>

2. **Oral and non-verbal communication skills when speaking in public or in front of a group**

<table>
<thead>
<tr>
<th></th>
<th>Almost always correct / appropriate; Errors / problems are rare</th>
<th>Usually correct / appropriate; Errors / problems occur occasionally</th>
<th>Often correct / appropriate; Errors / problems are frequent</th>
<th>Rarely correct / appropriate; Errors / problems are constant</th>
<th>Cannot evaluate</th>
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</thead>
<tbody>
<tr>
<td>Volume when speaking in public or in front of a group</td>
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<tr>
<td>Speed of speech when speaking in public or in front of a group</td>
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<tr>
<td>Enunciation when speaking in public or in front of a group</td>
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<td>Eye contact when speaking in public or in front of a group</td>
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<tr>
<td>Structure/Organization of presentation when speaking in public or in front of a group</td>
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</tbody>
</table>
3. Oral and non-verbal communication skills in interpersonal communication (one-on-one)

<table>
<thead>
<tr>
<th></th>
<th>Almost always correct / appropriate; Errors / problems are rare</th>
<th>Usually correct / appropriate; Errors / problems occur occasionally</th>
<th>Often correct / appropriate; Errors / problems are frequent</th>
<th>Rarely correct / appropriate; Errors / problems are constant</th>
<th>Cannot evaluate</th>
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</thead>
<tbody>
<tr>
<td>Type of language used in interpersonal communication</td>
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<tr>
<td>Attitude displayed in interpersonal communication</td>
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<tr>
<td>Interpersonal space maintained in interpersonal communication</td>
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</table>

For the next set of questions, place an "X" under the response that best represents your evaluation of the student intern. If you have not had the opportunity to observe the intern’s performance in a particular area, choose “cannot evaluate.”

<table>
<thead>
<tr>
<th></th>
<th>Almost always</th>
<th>Usually</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Cannot Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intern can articulate ideas and questions clearly</td>
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</tr>
<tr>
<td>Intern keeps track of assignments and materials</td>
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<tr>
<td>Intern is well prepared for work (presentations, etc.)</td>
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<tr>
<td>Intern works well independently</td>
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<tr>
<td>Intern initiates tasks/projects on his/her own</td>
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<tr>
<td>Intern is punctual (shows up on time)</td>
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<tr>
<td>Intern meets deadlines</td>
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<tr>
<td>Intern completes assigned work appropriately</td>
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<tr>
<td>Intern's interactions with others are appropriate, positive, helpful, etc.</td>
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</tbody>
</table>
## Intern's Performance Overview

<table>
<thead>
<tr>
<th>Intern behavior</th>
<th>Almost Always</th>
<th>Usually</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Cannot Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intern collaborates effectively with others in work on tasks or projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intern accepts others’ suggestions and criticisms appropriately</td>
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<td></td>
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<tr>
<td>Intern participates appropriately in discussion and debate</td>
<td></td>
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<tr>
<td>Intern considers options and their implications when making decisions, does not act impulsively, etc.</td>
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<tr>
<td>Intern respects confidentiality</td>
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<tr>
<td>Intern treats others with respect</td>
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<tr>
<td>Intern is well groomed when at work</td>
<td></td>
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<td></td>
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<tr>
<td>Intern is dressed appropriately when at work</td>
<td></td>
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<tr>
<td>Intern appears well rested when at work</td>
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</tbody>
</table>

For the last section, please make an “X” under the description that best represents the student intern’s performance in each area below. If you have not had the opportunity to observe the intern’s performance in a particular area, choose “cannot evaluate.”

<table>
<thead>
<tr>
<th>Intern behavior</th>
<th>Intern has demonstrated exceptional ability</th>
<th>Intern has demonstrated strong ability</th>
<th>Intern has demonstrated acceptable ability</th>
<th>Intern has demonstrated less than acceptable ability</th>
<th>Cannot evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intern is able to assess individual and community needs for health education</td>
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<tr>
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<tr>
<td>Student is able to clearly and effectively explain health-related concepts and programs to various audiences</td>
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</tbody>
</table>

Site Supervisor's Signature______________________________ Date____________

CH Internship Coordinator Signature________________________ Date____________
SITE SUPERVISOR’S FINAL EVALUATION FORM

This form is the form that a site supervisor must complete. The student intern has a hard copy of this form.

The site supervisor or the person who spent the most time with the intern should complete this form. If the person completing the form would like to schedule a meeting regarding completion of this form please contact Ada Santaferra at the address below.

Once completed please returned to:

Ada Santaferra, MST, CHES, CT
Community Health Clinical Faculty, Internship Coordinator
State University New York at Potsdam
44 Pierrepont Ave.
100 Dunn Hall
Potsdam, NY 13676
santfam@potsdam.edu
Telephone: 315-267-3132
Fax: 315-267-3189
Community Health Internship Program

Site Supervisor Final Evaluation Form

Intern Name:__________________________________________________________

Site Supervisor:________________________________________________________

Agency Name:__________________________________________________________

Phone Number:_____________________________Semester:_____________________

Date of Evaluation:_____________________________

Please make an X under the description that best represents the student intern's performance in each area below. If you have not had the opportunity to observe the intern's performance in a particular area, choose “cannot evaluate.”

1. Written Communication Skills:

<table>
<thead>
<tr>
<th></th>
<th>Almost always correct / appropriate; Errors / problems are rare</th>
<th>Usually correct / appropriate; Errors / problems occur occasionally</th>
<th>Often correct / appropriate; Errors / problems are frequent</th>
<th>Rarely correct / appropriate; Errors / problems are constant</th>
<th>Cannot evaluate</th>
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</thead>
<tbody>
<tr>
<td>Grammar, punctuation and spelling in written communication</td>
<td></td>
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<tr>
<td>Structure/Organization in written communication</td>
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</table>
2. **Oral and non-verbal communication skills when speaking in public or in front of a group**

<table>
<thead>
<tr>
<th></th>
<th>Almost always correct / appropriate; Errors / problems are rare</th>
<th>Usually correct / appropriate; Errors / problems occur occasionally</th>
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<tbody>
<tr>
<td>Volume when speaking in public or in front of a group</td>
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<tr>
<td>Speed of speech when speaking in public or in front of a group</td>
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<tr>
<td>Enunciation when speaking in public or in front of a group</td>
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<tr>
<td>Eye contact when speaking in public or in front of a group</td>
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<tr>
<td>Structure/Organization of presentation when speaking in public or in front of a group</td>
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</tbody>
</table>

3. **Oral and non-verbal communication skills in interpersonal communication (one-on-one)**

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Type of language used in interpersonal communication</td>
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<tr>
<td>Attitude displayed in interpersonal communication</td>
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<tr>
<td>Interpersonal space maintained in interpersonal communication</td>
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</tbody>
</table>
For the next set of questions, place an “X” under the response that best represents your evaluation of the student intern. If you have not had the opportunity to observe the intern’s performance in a particular area, choose “cannot evaluate.”

<table>
<thead>
<tr>
<th></th>
<th>Almost always</th>
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<th>Occasionally</th>
<th>Rarely</th>
<th>Cannot Evaluate</th>
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</thead>
<tbody>
<tr>
<td>Intern can articulate ideas and questions clearly</td>
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<tr>
<td>Intern keeps track of assignments and materials</td>
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<tr>
<td>Intern is well prepared for work (presentations, etc.)</td>
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<tr>
<td>Intern works well independently</td>
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<tr>
<td>Intern initiates tasks/projects on his/her own</td>
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<tr>
<td>Intern is punctual (shows up on time)</td>
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<tr>
<td>Intern meets deadlines</td>
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<tr>
<td>Intern completes assigned work appropriately</td>
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<tr>
<td>Intern’s interactions with others are appropriate, positive, helpful, etc.</td>
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<tr>
<td>Intern collaborates effectively with others in work on tasks or projects</td>
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<tr>
<td>Intern accepts others’ suggestions and criticisms appropriately</td>
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<tr>
<td>Intern participates appropriately in discussion and debate</td>
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<td>Intern considers options and their implications when making decisions, does not act impulsively, etc.</td>
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<td>Intern respects confidentiality</td>
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<td>Intern treats others with respect</td>
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<td>Intern is well groomed when at work</td>
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<td>Intern is dressed appropriately when at work</td>
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<td>Intern appears well rested when at work</td>
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Site Supervisor’s Signature ____________________________ Date ___________

CH Internship Coordinator Signature ____________________________ Date ___________

**Please Submit To:**
Ada Santaferra, MST, CHES, CT
State University of New York at Potsdam
44 Pierrepont Ave.
Office: 100 Dunn Hall
Phone: 267-3132
Fax: 315-267-3189
Email: santafam@potsdam.edu
"HOT" TIPS ON BEING A GREAT SITE SUPERVISOR!

Students concur that the best internship supervisors exhibit the following traits: *

- Approachable
- Interested in student’s academic and career goals
- Give projects/activities that are substantive. Seeks student input on potential activities.
- Monitors student’s activities through regular meetings
- Provides feedback
- Helps students meet the goals stated on the learning agreement
- Shows appreciation for student work
- Gives advice on career paths
- Shows respect
- Tries to integrate students with the regular staff
- Views mistakes as learning opportunities
- Introduces student to others who can help them on their career path
- Gives the student a chance to learn new skills
- Provides the student with a reference for their file
- Provides the student networking opportunities and opportunities to attend consortium meetings, conferences and trainings
- Communicates effectively

*Some of these were taken from Marianne Ehrlich Green’s Internship Success, 1997
CONFLICT RESOLUTION

What is the site supervisor’s role if a conflict develops?

- Conflicts may occur with a student intern in the form of personality differences, lack of project completion, inappropriate behaviors and/or miscommunication.
- The site supervisor should work with the student intern and the Community Health Internship Coordinator to resolve the conflict as soon as it begins.
- Many supervisors prefer to handle the conflict without involving the Community Health Department. This is an acceptable approach and may be all that is needed for smaller conflicts. However, the site supervisor should be aware that the internship coordinator is available to assist with all conflict pertaining to the student’s internship.

Conflict Assistance

- If you feel that you would like assistance with a conflict, please use the contact information on the front page of this manual. Ada Santafera will then set up a meeting time with you to discuss the nature of the conflict.
- A list of actions and goals will be devised between the supervisor and the internship coordinator. Concrete steps that help facilitate change will also be discussed.
- The internship coordinator will then meet with the student either alone or with the supervisor present. The actions, goals and concrete steps will be presented to the student. All attempts will be made to salvage the internship.
- It is also possible that a student will come to the internship coordinator with concerns about site placement. The student may do this without notifying the supervisor first. If this happens, the internship coordinator will contact the supervisor to discuss student concerns. A list of actions will be devised that will help address student concerns.
- A student may come to a supervisor with a conflict. This may be resolved in-house between the supervisor and the student. The internship coordinator may not be involved. Please see suggestions below for handling this situation.
- If a conflict cannot be resolved, it is the supervisor’s right to terminate the student’s internship. It is also a student’s right to terminate his/her internship if, after attempts have been made to resolve conflict, he/she is still uncomfortable at the internship site.
Handling Conflict In-House

- If the supervisor decides to handle the conflict without assistance from the internship coordinator, he/she may wish to consider the following:
  - Don’t confront the student in front of co-workers. Please ask the student into private space when you have time to focus on the conversation.
  - If a student comes to you with a conflict, please take the student seriously. If they are seeking your advice, it must be important to them.
  - Have phone calls held so the conversation is uninterrupted.
  - Be exact. Tell the student the exact problem. If the student is coming to you with a problem, listen carefully and ask questions.
  - Ask the student how they see the situation. This may help clear up a simple miscommunication.
  - Identify the cause of the problem. Is it a personality conflict? Is the student displaying inappropriate behavior? Is the student not completing expected projects? Are there issues that involve co-workers? Is the student expressing unhappiness? Is so, why?
  - If applicable, identify others involved. Talk to co-workers about how they see the issue if his/her name was identified.
  - State in concrete terms what you want to see different. If the student has come to you about a conflict, ask them what he/she would like to see different.
  - Develop goals related to change. List actions that will help to create change.
  - Follow through on actions.