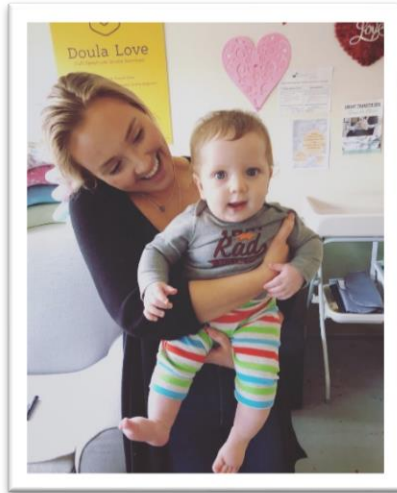


Community Health Internship Site Supervisor's Manual



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Community Health Program Information

What is Community Health?

Community Health works to promote, protect and preserve the health and the social, emotional, cultural, spiritual, psychological, political and economic wellbeing of individuals, communities and the "global village" as a whole. The Community Health major prepares graduates to work with diverse populations, identify health risks facing individuals and communities, develop programs and other strategies to promote health and prevent disease, advocate for health-related legislation and policy, determine the effectiveness of health programs and serve as a source of accurate information about health issues.

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 will this 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 well-being.

Where do 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 and colleges groups
 - Write grant proposals for new programs to address health needs

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

The Community Health Curriculum

Total Credit Hours Required: 47 Plus 7-8 Credits of Cognates

Program Requirements:

Required Courses: 38 Credits

- HLTH 165 - Health: A Lifestyle Approach 3 Credit(s)
- HLTH 310 - Health Disparities 3 Credit(s)
- HLTH 361 - Foundations of Community Health 3 Credit(s)
- HLTH 380 - Theory in Community Health 3 Credit(s)
- HLTH 385 - Epidemiology and Biostatistics 3 Credit(s)
- HLTH 430 - Human Disease: Patterns, Prevention and Intervention 3 Credit(s)
- @HLTH 470 - Program Planning 3 Credit(s)
- HLTH 480 - Program Evaluation 3 Credit(s)
- @HLTH 485 - Pre-Internship Seminar 2 Credit(s)
- @HLTH 490 - Internship 12 Credit(s)

Electives: 9 Credits, three of the following

- @HLTH 200 - Therapeutic Recreation 3 Credit(s)
- HLTH 250 - Drug Studies 3 Credit(s)
- HLTH 270 - Health Coaches I 2 Credit(s)
- HLTH 300 - Environmental Health 3 Credit(s)
- HLTH 325 - Alcohol Studies 3 Credit(s)
- HLTH 331 - Death and Dying 3 Credit(s)
- HLTH 333 - Human Nutrition 3 Credit(s)
- HLTH 341 - Sexual Health 3 Credit(s)
- HLTH 342 - Women's Health 3 Credit(s)
- HLTH 343 - Maternal and Child Health 3 Credit(s)
- HLTH 344 - Issues in Lesbian, Gay, and Bisexual Health 3 Credit(s)
- HLTH 345 - Child Abuse and Neglect 3 Credit(s)
- HLTH 346 - Preventing Violence Against Women 3 Credit(s)
- @HLTH 370 - Health Coaches II 2 Credit(s)
- HLTH 371 - Nutrition for Special Populations 3 Credit(s)
- HLTH 373 - Current Topics in Community Health Nutrition 3 Credit(s)
- HLTH 375 - Navigating the American Diet 3 Credit(s)
- HLTH 295 - Special Topics 1-12 Credit(s)
- HLTH 395 - Special Topics 1-12 Credit(s)
- HLTH 495 - Special Topics 1-12 Credit(s)
- HLTH 298 - Tutorial 1-3 Credit(s)
- HLTH 398 - Tutorial 1-3 Credit(s)
- HLTH 498 - Tutorial 1-3 Credit(s)

Cognate Requirements: 7-8 Credits

- BIOL 107 - Human Biology 1-3 Credit(s) or
- BIOL 210 - Intro to Anatomy & Physiology 4 Credit(s)
- BIOL 210 - Intro to Anatomy and Physiology Lab 1 Credit or
- HLTH 210 - Virtual Anatomy and Physiology Cadaver Lab 1 Credit
- STAT 100 - Statistics 3 Credit(s)

Community Health Course Descriptions

Undergraduate Courses with Descriptions

Required Courses, 38 credits:

HLTH 165 - Health: A Lifestyle Approach 3 Credit(s)

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.

HLTH 310 - Health Disparities 3 Credit(s)

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.

HLTH 361 - Foundations of Community Health 3 Credit(s)

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 health care system issues in health promotion and disease prevention.

HLTH 380 - Theory in Community Health 3 Credit(s) (Thinking Foundationally; TF) (also Exercise Science)

This course will provide students with an overview of theories used in health education and communication.

HLTH 385 - Epidemiology and Biostatistics 3 Credit(s) (Thinking Scientifically – Social World; SW) (also Exercise Science)

Introduction to principles and methods of epidemiology and biostatistics used to study etiology, distribution and control of disease.

HLTH 430 - Human Disease: Patterns, Prevention and Intervention 3 Credit(s)

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.

HLTH 470 - Program Planning 3 Credit(s) (Communicating in the Major – CW)

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.

HLTH 480 - Program Evaluation 3 Credit(s)

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.

@HLTH 485 - Pre-Internship Seminar 2 Credit(s)

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. Community Health majors only.

@HLTH 490 - Internship 12 Credit(s) (Connecting Theory to Practice; CT)

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, Sarah Lister at listersl@potdam.edu. Fall, Spring and Summer.

Electives, 9 credits required:

@HLTH 200 - Therapeutic Recreation 3 Credit(s)

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.

HLTH 250 - Drug Studies 3 Credit(s)

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 non-chemical alternatives to drugs are explored as preventative tools.

HLTH 270 - Health Coaches I 2 Credit(s)

This course is offered in collaboration with Canton-Potsdam Hospital to introduce pre-health career students to key issues in current healthcare policy, management and delivery. The course will introduce students to medical, system-wide, ethical, and practical issues in population health. This one semester introduction provides students with the necessary foundation for a subsequent two credit hour Health Coach II with Canton-Potsdam Hospital professionals.

HLTH 300 - Environmental Health 3 Credit(s)

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 issue have an impact on the health of individuals.

HLTH 325 - Alcohol Studies 3 Credit(s)

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.

HLTH 331 - Death and Dying 3 Credit(s)

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.

HLTH 333 - Human Nutrition 3 Credit(s) (also Exercise Science)

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.

HLTH 341 - Sexual Health 3 Credit(s)

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 public health strategies to address sexual health

HLTH 342 - Women's Health 3 Credit(s)

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.

HLTH 343 - Maternal and Child Health 3 Credit(s)

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.

HLTH 344 - Issues in Lesbian, Gay, and Bisexual Health 3 Credit(s)

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.

HLTH 345 - Child Abuse and Neglect 3 Credit(s)

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.

HLTH 346 - Preventing Violence Against Women 3 Credit(s)

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.

@HLTH 370 - Health Coaches II 2 Credit(s)

Students will learn methods for medical assessment and will develop their own ability to undertake comprehensive bio-psycho-social insights for promoting positive health behaviors in others. These methods will include ethically-informed practices for helping patients toward better adherence of medical plans, avoidance of at-risk behaviors, assistance in navigating the healthcare system and understanding of personal health. Students will have the opportunity to meet one on one with patients discharged from Canton Potsdam Hospital, under the supervision of the Health Care Team. Satisfactory completion of the Health Coaches I Seminar is required for participation in Health Coaches II; however, it does not guarantee selection.

HLTH 371 - Nutrition for Special Populations 3 Credit(s) (also Exercise Science)

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.

HLTH 373 - Current Topics in Community Health Nutrition 3 Credit(s)

This course will cover issues related to the latest research in nutrition. Students will investigate such topics as phytochemicals, vegetarianism and herbal supplements

HLTH 375 - Navigating the American Diet 3 Credit(s)

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.

Community Health Internship Information

General Internship Policies

Students should register for the 12 credit HLTH 490: The Internship for the semester of their choice.

College policy is that internships are 40 hours per credit, so 12 credits= 480 total hours.

Students cannot pass the course if they do not complete their hours at either site.

Each internship should be 7 weeks long, so 34-35 hours per week at least.

Most students will be required to complete two distinct internships but can request an exception for situations where they find a paid placement, high profile or very competitive internship, or another unique circumstance.

Students should aim to complete their internships within the bounds of the semester and need to let the Internship Coordinator know if they need to start earlier or end later than the semester.

Students must complete all of their hours as well as all required course work to receive a passing grade on their transcript.

HLTH 490 is graded on an S/U basis. Though a numerical grade is calculated based on assignments, the transcript will only bear S or U.

Students are expected to be flexible during the hours of 8-5pm, and depending on their site, perhaps evenings and weekends as well.

Students need to select sites that reflect the Community Health curriculum and allow them to demonstrate their skills in at least some of the CEPH competencies, as follows:

- **Public Health Communication:** Students should be able to communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences.
- **Information Literacy:** Students should be able to locate, use, evaluate and synthesize public health information

The attendance policy is:

- If a student misses a day due to illness, those hours need to 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.

Syllabus

Community Health Internship Fall 2020
Internship Coordinator: Sarah Lister, MBA
Office: Dunn 100
Phone: 315-267-3132 Cell Phone 716-341-6007
Email: listersl@potdam.edu

Contents:

1. Internship Information and Policies
2. Independent Study Information and Policies

Internship Information

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 public health domains and competencies

Final Grading:

The internship experience consists of two seven-week, 34-35 hour per week placements. **Time spent on academic work does not count towards completion of internship hours (240 total hours for each internship).** Students who fail to complete all required hours at each placement will earn a final grade of unsatisfactory for HLTH 490 Internship. Each internship experience will be awarded a numerical grade on a scale of 0.0-4.0. The two internship grades will be averaged together and will determine the final transcript grade of Satisfactory or Unsatisfactory. Although the students will not receive a numerical grade on their transcript, the grade will be used for the following:

- To provide feedback on how the student is progressing during the semester.
- Advises the student to improve their grade during the second internship if he/she earned a poor grade on the first.
- A good internship experience will result in good professional references and recommendations.
-

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 should aim to begin the first internship placement by the first day of the semester.
- The Health Competencies Paper and Internship Summary paper for the first placement must be submitted to the Community Health Internship Coordinator within two weeks of completion of the first internship placement.
- The student must begin the second internship placement upon completion of the first internship placement.

- The two internship grades will be averaged together and will determine the final transcript grade of Satisfactory or Unsatisfactory.

Students who do not complete HLTH 490 within the specified timeline will repeat HLTH 490.

Warning: *Taking more than one week off between the first and second internship placement may create a barrier to finishing in a timely manner.*

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 assignments, rubrics for assignments, time sheets, and midterm and final evaluation forms. Please submit assignments to Moodle or by emailing them to me.

Attendance:

Each intern is expected to arrange a mutually agreed upon schedule of 34-35 hours per week with their site supervisor. College course work in addition to the internship will not be permitted unless the instructor and site supervisor allow it. The student cannot get credit for HLTH 490 without a minimum of 240 hours per site.

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 may not take SUNY Potsdam breaks (example: spring, fall break) that are not observed by the agency.
- In the event the student is participating in an overnight trip during their internship placement, the student can count normal workday hours. Hours in which they are sleeping **cannot** be counted toward hours spent at the internship placement.
- Substandard attendance will result in a failing grade.
- Students and site supervisors should keep track of hours on a weekly time sheet provided on Moodle.
- ***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.***
- If violent or extremely inappropriate behavior leads to your premature termination at either internship site, you will earn a U in HLTH 490. You will be required to complete professional development, at the Internship Coordinator's discretion, before being allowed to retake HLTH 490. Some behaviors, as determined by the Internship Coordinator and the Chair of PHHP will disqualify the student from retaking the course. Extremely inappropriate behavior is defined at the discretion of the Internship Coordinator. It includes behaviors such as the use of derogatory or insulting language, especially when targeted at another person, and inappropriate sexual remarks or gestures.
- Students MAY work remotely if they and their site agree to an arrangement that is mutually satisfactory.
- **If a student feels unsafe due to any reason, including risk of contracting COVID-19, they can reach out to the Internship Coordinator for an alternate assignment.**

Weekly Journals:

- Journals are to be typed. The journal for each week is due the Monday following that week by 6pm (e.g.: Week 9/1-9/7 journals 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 in two pages). If you submit a journal that is less than two pages, it will not be awarded full points.
- Journals are a narrative summary of what was observed/experienced/felt/learned.
- This reflection can be 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 they used their academic experience in the internship.
- This is an opportunity to discuss the goals and objectives included in the proposal and whether the goals and objectives were achieved.
- This paper should be reflective in nature.
- The intern may discuss areas in which they wish they 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.
- 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.
- The student should make sure the journals 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.
- Please refer to the rubric or ask the instructor regarding grading questions.

CEPH Competencies Paper

- This is a 2-3-page typed paper. Submit one for each site.
- The intern should discuss the public health competencies that were included in the initial proposal and the activities on which they focused to fulfill the public health competencies.
- 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 competencies that were addressed during the internship that were not discussed in the initial proposal (if applicable).
- The same format used for writing the Public Health Competencies section in the initial proposal should be used for writing the Public Health Competencies Paper.

Internship Summary

- This is a one-page, typed paper about the site. Submit one summary for each site.
- 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.

Work Submission:

Please submit all written work via Moodle or email. All assignments will be graded for proper grammar, organization and spelling. All papers must be Times New Roman, 12-point font and double-spaced.

If your work is going to be late, please reach out and ask for an extension.

DO NOT FAX. I will not receive assignments if they are faxed or mailed to campus. If you need to mail something in, please let me know and we can find a way to make it work.

Midterm Evaluation

Midway (3-4 weeks) through each internship placement, the student is responsible for giving the site supervisor a copy of the midterm evaluation form. The supervisor can send it back to the Internship Coordinator directly or can ask the student to do so.

If possible, Sarah will try to meet via Zoom with the supervisor. During the meeting, the internship coordinator and site supervisor will discuss projects the student intern is working on, the student intern's strengths and challenges, tips, and advice. Suggestions from the site supervisor will assist the student in being successful during the remainder of the internship and in the student's professional endeavors after completion of the internship placement.

Character & Integrity

My definition of character is how a person behaves when no one is watching. Examples of character traits that describe good character and are important for successful completion of your internship placements include; being trustworthy/honest, being respectful and caring, and being a good citizen. During your internship placements, I expect that you will display good character whether you are completing daily tasks at the office or faced with challenging situations and temptations. You are representing SUNY Potsdam and the Department of Public Health and Human Performance. You are responsible to be a good steward of the internship program. You are paving the way for future interns. I expect that you will leave this program with the great reputation for which it is being handed to you. The Department of Public Health and Human Performance internship program has a tradition of excellence. Make me proud!

Site Supervisor Final Evaluation Form

Before leaving their internship site on their final day, students should provide their site supervisor with a final evaluation form. The supervisor can send it to the Internship Coordinator directly.

Calling My Cell Phone xxx-xxx-xxxx

You may call me on my cell phone if you need to discuss internship-related business.

If you have an emergency and need to contact me, call me at any hour of the day or night; otherwise please call me Monday-Friday between 9:00am-5:00pm.

Text me first. I prefer it to phone calls when not during work hours.

Grading for Each Internship Placement

Weekly Journals	50%
Mid Term Evaluation	20%
Public Health Competencies Paper	15%
Internship Summary	10%
Character and Integrity/ Timeliness	5%
Total	100%

% score = final grade
95 – 100 = 4.0
92 – 94 = 3.67
89 – 91 = 3.33
85 – 88 = 3.0
81 – 84 = 2.67
77 – 80 = 2.33
73 - 76 = 2.0
69 – 72 = 1.67
65 – 68 = 1.33
60 – 64 = 1.0
0 - 59 = 0.0

Extra Credit:

Students can submit photos of themselves doing internship related activities for 10 extra points on their lowest journal grade. These photos need to be shareable, so no kids included who haven't signed waivers with your agency. Students may cash in on this extra credit once per internship site.

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.

Internship Sites and Projects

The table below reflects a sample of the current and past internships and student intern projects and activities. Please feel free to contact the Internship Coordinator if you have questions, or need more information about the sites, projects, or activities.

Cornell Cooperative Extension	Work alongside nutrition educators to create, prepare, deliver, and evaluate nutrition education in various populations. Develop outreach and promotional materials, table at events and farmers markets.
Planned Parenthood	Promote services to various groups including colleges. Accompany patients to appointments. Promote and host trivia nights to spread the word about services available and educate the public about safer sex and agency mission.
Hospice	Develop educational, age-appropriate material for youth in schools where a student or other community member recently died. Serve on the Suicide Prevention Taskforce and help develop and distribute surveys about the community's knowledge of suicide prevention support organizations.
St. Lawrence County Health Initiative	Promote and facilitate lessons on sexual health for local teenagers. Develop interactive quizzes and games for a sexual health phone application marketed to teens. Complete grant-required evaluation paperwork and follow-up based on lessons and activities.
County Public Health Departments	Research and report back on current health topics impacting the community. Develop and distribute educational materials to community members.
Renewal House	Become trained as a Crisis Counselor. Answer the phonelines, directing clients to community resources or performing intake forms. Accompany clients to court, to sexual assault hospital examinations, and to the safe house. Help families in the safe house meet their needs.
Fostering Futures	Accompany case planners to visit children in foster care, foster parents, and birth parents. Provide health education regarding any issues impacting those parties by listening during appointments, preparing individualized resources, and educating individuals and families. Develop lessons and teach Life Skills classes to teens in foster care about topics ranging from goal setting to sexual health to alcohol and drug use.
American Red Cross	Become trained to respond to disasters, house fires, and other emergencies, and travel to emergency sites when needed to support victims. Learn how to facilitate the Pillowcase Project and Citizen Preparedness Corps presentations about disaster preparedness and teach these curricula to interested groups of youth or adults. Check smoke alarms in the homes of low income individuals and replace smoke alarms in need of service.

Guidelines and Forms for Site Supervisors

Expectations of the Site Supervisor

Community Health Internship Site Supervisor Guidelines

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 may request one fourteen-week long internship as long as the site and the Internship Coordinator agree to that exception. The student is required to work with the internship coordinator/faculty sponsor and formulate an internship proposal 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 listenersl@potdam.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, they are essentially at your organization to learn and put to use the knowledge and skills they 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 approximately 35 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 unless approved by the site supervisor. The student will have to make up those hours missed.

- **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 in BearTracker (a link will be emailed to you).
 - If your agency requires an affiliation agreement or memorandum of understanding with SUNY Potsdam, let the intern know. The intern will submit an affiliation agreement request form to the Internship Coordinator who will pass it along to the appropriate office within the university. You will receive an emailed contract from the university along with instructions.
- **Orientation**
 - Provide a position description. Explain specific duties and performance standards. These can be included in the student’s internship proposal.
 - 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 they 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 interpersonal 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:

- Mid-term evaluation- This evaluation will be completed through either an on-site visit, phone consultation, or email. Results of the mid-term will be shared with the student at a later date unless the supervisor wishes against it.
- Final Evaluation- This evaluation will assess the student's overall performance using the form we provide either as a hard copy or the electronic version.
- 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 their 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 Evaluations

This section contains the evaluation forms associated with the Community Health Internship Program. The Site Supervisor is responsible for completing and submitting the forms. Each form can be submitted via email to the Internship Coordinator.

Some Site Supervisors elect to go over the evaluation with the intern while others prefer to submit it directly to the Internship Coordinator. The Site Supervisor can ask the intern to submit it to the Internship Coordinator directly.

The Midterm Evaluation should be completed during week three of a seven-week placement and week seven of a 14-week long placement. The Final Evaluation should be submitted within two weeks of an intern's last day at the internship site.

This section contains the following:

- Midterm Evaluation Form
- Final Evaluation Form

**Community Health Internship Program
Mid-Term Evaluation Form**

Intern Name:

Site Supervisor:

Agency Name:

Phone Number:

Email address:

Semester:

Date of Evaluation:

1. Is the intern fulfilling the internship's time commitment of 35 hours per 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:

	Almost always correct / appropriate; Errors / problems are rare	Usually correct / appropriate; Errors / problems occur occasionally	Often correct / appropriate; Errors / problems are frequent	Rarely correct / appropriate; Errors / problems are constant	Cannot evaluate
Grammar, punctuation and spelling in written communication					
Structure/Organization in written communication					

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

	Almost always correct / appropriate; Errors / problems are rare	Usually correct / appropriate; Errors / problems occur occasionally	Often correct / appropriate; Errors / problems are frequent	Rarely correct / appropriate; Errors / problems are constant	Cannot evaluate
Volume when speaking in public or in front of a group					
Speed of speech when speaking in public or in front of a group					
Enunciation when speaking in public or in front of a group					
Eye contact when speaking in public or in front of a group					
Structure/Organization of presentation when speaking in public or in front of a group					

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

	Almost always correct / appropriate; Errors / problems are rare	Usually correct / appropriate; Errors / problems occur occasionally	Often correct / appropriate; Errors / problems are frequent	Rarely correct / appropriate; Errors / problems are constant	Cannot evaluate
Type of language used in interpersonal communication					
Attitude displayed in interpersonal communication					
Interpersonal space maintained in interpersonal communication					

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.”

	Almost always	Usually	Occasionally	Rarely	Cannot Evaluate
Intern can articulate ideas and questions clearly					
Intern keeps track of assignments and materials					
Intern is well prepared for work (presentations, etc.)					
Intern works well independently					
Intern initiates tasks/projects on his/her own					
Intern is punctual (shows up on time)					
Intern meets deadlines					
Intern completes assigned work appropriately					
Intern’s interactions with others are appropriate, positive, helpful, etc.					
Intern collaborates effectively with others in work on tasks or projects					

	Almost Always	Usually	Occasionally	Rarely	Cannot Evaluate
Intern accepts others' suggestions and criticisms appropriately					
Intern participates appropriately in discussion and debate					
Intern considers options and their implications when making decisions, does not act impulsively, etc.					
Intern respects confidentiality					
Intern treats others with respect					
Intern is well groomed when at work					
Intern is dressed appropriately when at work					
Intern appears well rested when at work					

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."

	Intern has demonstrated exceptional ability	Intern has demonstrated strong ability	Intern has demonstrated acceptable ability	Intern has demonstrated less than acceptable ability	Cannot evaluate
Intern is able to assess individual and community needs for health education					
Intern is able to develop an effective and appropriate plan for a health education activity or program					
Intern is able to implement a health education activity or program effectively					
Intern is able to evaluate the effectiveness of a health education activity or program appropriately					
Student is able to work effectively with other staff, programs and agencies					
Student is able to identify and access appropriate and valid sources of health information					
Student is able to clearly and effectively explain health-related concepts and programs to various audiences					

Site Supervisor's Signature _____ Date _____

CH Internship Coordinator Signature _____ Date _____

**Community Health Internship Program
Site Supervisor Final Evaluation Form**

Intern Name:

Site Supervisor:

Agency Name:

Phone Number:

Email address:

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.”

4. Written Communication Skills:

	Almost always correct / appropriate; Errors / problems are rare	Usually correct / appropriate; Errors / problems occur occasionally	Often correct / appropriate; Errors / problems are frequent	Rarely correct / appropriate; Errors / problems are constant	Cannot evaluate
Grammar, punctuation and spelling in written communication					
Structure/Organization in written communication					

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

	Almost always correct / appropriate; Errors / problems are rare	Usually correct / appropriate; Errors / problems occur occasionally	Often correct / appropriate; Errors / problems are frequent	Rarely correct / appropriate; Errors / problems are constant	Cannot evaluate
Volume when speaking in public or in front of a group					
Speed of speech when speaking in public or in front of a group					
Enunciation when speaking in public or in front of a group					
Eye contact when speaking in public or in front of a group					
Structure/Organization of presentation when speaking in public or in front of a group					

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

	Almost always correct / appropriate; Errors / problems are rare	Usually correct / appropriate; Errors / problems occur occasionally	Often correct / appropriate; Errors / problems are frequent	Rarely correct / appropriate; Errors / problems are constant	Cannot evaluate
Type of language used in interpersonal communication					
Attitude displayed in interpersonal communication					
Interpersonal space maintained in interpersonal communication					

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.”

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

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.”

	Intern has demonstrated exceptional ability	Intern has demonstrated strong ability	Intern has demonstrated acceptable ability	Intern has demonstrated less than acceptable ability	Cannot evaluate
Intern is able to assess individual and community needs for health education					
Intern is able to develop an effective and appropriate plan for a health education activity or program					
Intern is able to implement a health education activity or program effectively					
Intern is able to evaluate the effectiveness of a health education activity or program appropriately					
Student is able to work effectively with other staff, programs and agencies					
Student is able to identify and access appropriate and valid sources of health information					
Student is able to clearly and effectively explain health-related concepts and programs to various audiences					

Site Supervisor’s Signature _____ Date _____

CH Internship Coordinator Signature _____ Date _____

Please Submit To:
 Sarah Lister, MBA
 State University of New York at Potsdam
 44 Pierrepont Ave.
 Office: 100 Dunn Hall
 Phone: 267-3132
 Fax: 315-267-3189
 Email: listersl@potsdam.edu

Tips for Being a Great Supervisor

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

- Approachable
- Interested in student's academic and career goals
- Gives 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 in the proposal
- 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. The Internship Coordinator 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 may 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 their internship if, after attempts have been made to resolve the conflict, they are still uncomfortable at the internship site.

Handling Conflict In-House

If the supervisor decides to handle the conflict without assistance from the internship coordinator, they 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 their name was identified.
- State in concrete terms what you want to see different. If the student has come to you about 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.