



TEXAS A&M UNIVERSITY

Community Health

**COMMUNITY HEALTH
UNDERGRADUATE
INTERNSHIP PROGRAM
MANUAL**

Community Health Internship Faculty/Staff

Internship Coordinator

Dr. Sara Mendez
Assistant Director, Public Health Practice
Community Health Internship Coordinator
Office: SPHA 329
Phone: 979-436-9360
Email: spmendez@tamu.edu

Pre-Internship Coordinator

Dr. Claire Baetge
Instructional Assistant Professor
Community Health Pre-Internship Coordinator
Office: SPHA 310
Phone: 979-436-9775
Email: ccbbaetge@tamu.edu

Community Health Undergraduate Internship Guidelines

The Texas A&M University (TAMU) undergraduate curriculum in the Department of Health Behavior is structured to present authentic learning opportunities which prepare students to become effective leaders in their chosen profession. In addition to the student's classroom experiences, the Department of Health Behavior provides community health students' an opportunity for pre-professional experience via internships. Those students whose career goals do not include certification as a classroom teacher are placed in various agencies which best fit their professional goals. Examples of these placements might include voluntary and/or public health agencies, community organizations, hospitals and healthcare facilities, all therapy affiliations, sports rehabilitation facilities, and other appropriate sites. Pre-professional experiences follow the successful completion of a student's course work.

Overview

The Community Health Internship Program is a **12-hour course credit** field experience that enables a student to transition their knowledge and skills from theory to practice out of the classroom environment to the professional arena. The internship is designed to offer opportunities to engage in professional activities in a supervised and protected environment, as well as maximize the variety of activities and challenges that will help interns develop their professional capacity.

The minimum number of hours to be completed for internship credit is **480 hours over a 14-week period in the Fall/Spring and 12-week period in the Summer**. During the internship, a student will assume the role of a "quasi" employee in the agency selected and is expected to act in a professional manner, dress accordingly, and comply with the agency/institution's policies, procedures, and expectations. The hour and week requirements could be subject to change due to unforeseen world circumstances (i.e., global pandemic, natural disaster, extreme civil unrest) and will be addressed with the site, student, and university supervisor, if needed.

Because the minimum hours of 480 must be completed over **one semester**, the internship timeframe is 34 hours per week for 14 weeks for spring/fall interns and 40 hours per week for 12 weeks for the summer. Some organizations require evening or weekend obligations. Students will follow the work hours and holiday schedules of their assigned agency/institution -- **not** those of Texas A&M University.

The agency's policies concerning absenteeism and tardiness will be in effect. If an absence is anticipated or tardiness occurs for any reason, a call to the site supervisor is **mandatory**. If this person cannot be reached, a message should be left explaining the situation. However, it is strongly advised to talk directly to the supervisor to whom the intern is responsible. **All absences must be made up.**

Community health interns are guided and supervised by site supervisors and TAMU faculty members serving as the Internship Program Coordinator. Internship locations are obligated to sign an agreement with TAMU to provide the planned experience for the intern.

This manual is designed to answer questions about the internship program, requirements of interns and internship sites, and outline course assignments to be completed during the internship.

Purpose

The purpose of the internship experience is to develop knowledge and skills learned in the classroom and provide students exposure to situations in work settings that may not have been discussed in previous coursework. Each student, by learning to synthesize theory into practicality, may be more prepared to make the transition from student to employee.

Specifically, the internship experience allows the intern opportunities:

- To apply skills, competencies, principles, and theories learned in the community health curriculum;
- To learn skills in management, leadership, and relationships in the professional setting;

- To develop skills in coordination, collaboration, and communication;
- To develop the ability to evaluate oneself and others in professional skills;
- To creatively apply knowledge in solving health promotion problems in the work setting.

Goals

The internship experience is carefully planned to fulfill the goals, aligned with the skills and competencies delineated in “A Competency-Based Framework for Professional Development of Certified Health Education Specialists.” The Framework was the result of the initial Role Delineation Project in 1978 and completed in 1981 that for the first time identified and verified skills necessary for the practice of health education/promotion in all settings. The responsibilities were revised in 2020. Therefore, the guiding goals for the internship program are as follows.

The health educator, working with individuals, groups, and organizations, is able to assume the responsibilities of:

- I. Assessment of Needs & Capacity
- II. Planning
- III. Implementation
- IV. Evaluation & Research
- V. Advocacy
- VI. Communication
- VII. Leadership & Management
- VIII. Ethics & Professionalism

Key Terms & Definitions

Field Experience/Internship

Those activities in which the student is involved while working cooperatively with an approved agency or institution.

Student Intern

A student of senior classification who is seeking a degree in Community Health, who has met all requirements (e.g., completed coursework, paperwork, and internship placement process), and has been approved by the cooperating agency/institution. Admission to the internship program means the student has met all the criteria for applying for the internship, has approval from the TAMU internship coordinator, and has been accepted by an approved site.

Internship Coordinator

S/he is the designated TAMU faculty member who is directly responsible for the arrangement and supervision of the intern while in the field. The internship coordinator will sign off on site contracts and will oversee all matters pertaining to the Internship Program. The current internship coordinator is Dr. Sara Mendez who is responsible to the Health Behavior Department Head.

Site Supervisor

The individual employed by the participating agency/institution who will supervise the intern during the assigned semester. The site supervisor is responsible for developing meaningful opportunities for professional development, guiding, and evaluating the Intern. This is usually the individual who has signed the internship agreement with TAMU but could also be a designee.

Internship Site

This is the agency/institution, which has agreed to accept the intern for the semester. Students may request a site of their choice. Efforts will be made to match students with their preferences; however, it is not always expedient; therefore, the students need to be prepared to accept assigned sites. Final

assignments are made by the internship coordinator. After the internship coordinator has assigned the student to an internship site, students are responsible for coordinating an interview if required.

The placement process should be completed the semester prior to the internship. For example, spring internship applicants (enrolled in HLTH 440 during the fall) are typically placed by the end of fall semester – *ideally by November 1*. Fall internship applicants (enrolled in HLTH 440 during the spring semester) *are placed by April 1*. Individual meetings with the internship coordinator are held each semester within the first month of classes. Meeting times are available by appointment only and are announced in HLTH 440; it is the responsibility of the student to attend the meeting and be informed about the placement process.

Internship Site Information

Internship Settings

While internship placement is the responsibility of the internship coordinator, students are encouraged to select a setting they are interested in. There are a variety of settings that a health education/promotion professional can practice.

It is recommended the intern select a setting that offers experience in an area s/he is interested. Students should consider the types of clients they may want to work with (e.g., early childhood, children/adolescents, college-aged students/young adults, adults, and the elderly) and the type of setting they are interested in (e.g., community, schools, healthcare, business/non-profit, governmental/health departments, or academia/higher education).

Other considerations such as distance of travel, professional goals, job responsibilities, family responsibilities, financial resources (it is ***strongly recommended*** that interns do not take on other employment to ensure success in this experience), and other life commitments/inconveniences should be considered as well. Each of these areas will be addressed during the internship meeting with the internship coordinator.

The responsibility for initiating contact with the agency/institution rests with the Internship Coordinator.

The student may have had informal discussions with the personnel involved but cannot and must not make arrangements for the internship.

Internships may be established locally or throughout the state, depending on the student's interest and needs, and the availability of cooperative agencies. Some work has been done in establishing out-of-state internships, but these are generally discouraged. Students may select agencies in cities close to friends or relatives to help defray living expenses.

The internship coordinator is tasked with assigning a site that has the most potential for providing a student with a high-quality health education internship. The internship coordinator tries to match a site to the preferred setting, but it may not always work out. A student that refuses an assigned internship site will significantly delay their placement, internship start date, and subsequently graduation date. That being said, a student does have a choice in their placement but keeping an open mind is essential to the site placement process.

School Settings

Health promotion professionals work in a variety of roles within a school environment. Pre-kindergarten through grade twelve in public schools, day-care facilities, alternative learning centers, and private schools are some examples of school environments. Roles typically take the form of health instruction, health services, and health promotion. In addition to direct instruction, many school health professionals

take on responsibilities to coordinate health services and plan and implement student and staff wellness programs.

Health Care Settings

Within the medical care arena, health education and health promotion activities take the form of primary prevention through early education and intervention initiatives. Clinical settings are found in private and public hospitals, clinics, insurance companies, medical research facilities, pharmaceutical labs, mental health facilities, geriatric centers, dental offices, and community and public health clinics. Interns may find opportunities in patient education, community education, health promotion, and wellness programs. Other options may be found in social services, physical and mental rehabilitation, occupational therapy, substance abuse rehabilitation, and physical therapy.

Community Settings (Non-profit Organizations)

Community health areas can be classified according to how they are funded. There are many volunteer agencies that are funded by private donations. These agencies provide many services including education, health services, disaster relief (e.g., Red Cross) as well as research and advocacy. Often these agencies are founded by their commitment to address problems with specific diseases. Some examples are the American Cancer Society, the American Lung Association, and the American Heart Association. Sometimes agencies are founded to care for special populations, such as Special Olympics.

In the community settings, a wealth of experience and challenges await the intern in case management, research, field work, assessment, program development and implementation, fundraising, public speaking, training volunteers, developing health promotion curricula, and social media/marketing.

Business/Industry Settings

Many corporations today appreciate the value of having healthy employees. Worksite health promotion and wellness centers can be found in many large worksite settings. Employers appreciate that prevention-based programs and intervention help improve employee morale and productivity while reducing absenteeism.

Interns can find many challenging opportunities in working with a worksite health promotion team. Activities may include developing and implementing programs for stress management, smoking cessation, weight management, employee assistance, work safety and sanitation, risk reduction, and risk management. Interns may find themselves learning and teaching classes in healthy lifestyles.

Academia/Higher Education Settings

In order to assist college/university students, faculty, and staff in achieving optimal health, college/universities offer various on-campus health services and health promotion activities. An intern placed in university health services and promotion will have the opportunity to plan, implement, and evaluate health education programs and services, conduct presentations to student groups and classes, and provide health resources to the college/university community as a whole. Events planned at this setting may include a campus wide Health Fair, employee health screening or vaccination events, Great American SmokeOut activities, and HIV testing events.

Government/Health Departments

Government funded agencies are funded by local, state, and federal tax dollars and are usually administered through County and State Departments of Health. Sometimes faith communities and professional organizations are funded through government grants to offer health education and health services to citizens of need.

Site Supervisor Responsibilities

As a member of the supervising team for the intern, the site supervisor has a very important task in shaping the professional form of the future health education professional. This field experience plays a critical part in whether the intern will emerge as an enthusiastic and confident professional because s/he has received guidance in building on his/her strengths and overcoming his/her shortcomings; or as one who may approach his/her first job confused and insecure.

The site supervisors have unique roles in offering the intern challenges and guiding them in their professional development by kind mentoring, appropriate praises, timely affirmations and feedback, and constructive evaluations.

To help the intern achieve a successful practicum, site supervisors have the following responsibilities:

- Be a committed member of the mentoring team to guide, protect, and supervise the intern.
- Be a mentor, teacher, role model, and leader to the intern.
- Interview the intern, if necessary, and, when deemed acceptable, to sign and return agreement between the site and TAMU.
- Be willing to be flexible to ensure that the intern's experience meets TAMU's internship goals (see previous section on goals).
- Be prepared to counsel and evaluate the intern at mid-term, at the end of the internship, and at any other time when appropriate.
- Be familiar with contents of the TAMU's internship manual especially with the required assignments and evaluations.
- Help the intern develop an action plan including goals and objectives within the first two weeks of the internship, or by the due date designated by university supervisor.
- Assist the intern in developing a final project (with project description) by the fourth week of the internship, or by due date designated by university supervisor.
- Be willing to communicate freely and openly with intern and internship coordinator about intern's progress.
- Be ready to discuss any problems with the intern in a timely manner.
- Complete and return the intern evaluations at mid-term and at final review dates.
- Participate in the intern's professional presentation at the end of the semester. Attendance is *optional* -- site supervisors are always welcome on campus.

Student Intern Information and Requirements

Qualifying for Professional Phase

In order to be considered for enrollment in the Community Health Internship Program, community health students must:

1. Successfully complete all coursework in the degree plan for undergraduate students. Students must verify eligibility for their internship approximately one year prior to their internship.

2. Achieve a minimum cumulative GPA of 2.5 overall at TAMU.
3. Earn a grade of “C” or better must be made in each of the following: ENGL/COMM, Math, Science Foundation, Professional Development, and Major Courses. This applies to those courses taken at TAMU and those taken elsewhere and transferred to TAMU.

During Professional Phase/Pre-Internship Class/Capstone Semester

Once accepted to professional phase, during the pre-internship course (HLTH 440) students will receive detailed information regarding the internship course requirements, work with the internship coordinator to identify an appropriate internship site and participate in various professional development opportunities.

1. Students must attend a meeting with the internship coordinator while taking HLTH 440. Meeting times will be announced in the beginning of the fall and spring semesters (the spring meeting covers materials for both summer and fall placements). Missing the meeting and the information may postpone the beginning and completion of the internship in time for graduation.
2. Discuss potential sites with the internship coordinator during a one-on-one meeting. Interns may recommend new internship sites not on approved list, but final decision rests with the internship coordinator.
3. Attend pre-internship meetings during HLTH 440 to receive detailed instructions and ask questions.
4. Participate in an interview (if required) with the selected site once the internship coordinator has found an appropriate site willing to host interns. If selected, the site supervisor will communicate directly with the internship coordinator. If not selected, students will be directed to interview at another approved site.
5. Students must maintain professional behavior and submit quality work throughout their pre-internship semester. It is at the discretion of the internship coordinator and Division Chair to allow students to intern on-site, if issues related to lack of professionalism during student interaction, communication, or quality of work has occurred.

Pre-Internship Paperwork

Throughout your pre-internship, due dates will be set for turning in various *required* paperwork. All paperwork will be submitted through Canvas in the “HLTH 484 Requirements” tab. Failure to submit any of these documents by the required deadline could affect when a student may begin their internship as well as their intended graduation date. The following is a detailed description of the required paperwork for participating in an internship.

Driver’s License & ID Card

All students must submit a clear, colored copy of their driver’s license (or identification card) on Canvas by the assigned due date.

Criminal Background Check (conducted by TAMU)

All interns must pass a criminal background check. The background check is conducted through TAMU’s Human Resources Department via a national screening company – Sterling Backcheck. Each student will receive an email to provide their personal information and background check results will be provided directly to the internship coordinator. Proof of “clearance” will be submitted to Canvas.

Immunization Records (including proof of Varicella and Hepatitis B vaccine)

All students must submit a copy of their immunization records, including proof of Varicella (chicken pox) vaccination. It was commonplace that if a student had experienced chicken pox, a letter from a parent or medical professional was needed. However, due to changing requirements within many healthcare settings, a titer showing proof of immunity is now required. If a titer does not show immunity the student may be required to be vaccinated for Varicella and submit the records. (Note: the Varicella vaccination is a two-shot series that can be administered no less than 30 days apart.)

Some sites, especially hospitals or clinics, may require additional vaccinations/immunizations, such as Influenza. Not complying with vaccination requirements could result in losing an internship (most particularly in healthcare settings). Tetanus vaccines need to be within the last 10 years.

Health Insurance

Proof of health insurance is required to participate in an internship. If newly purchased, it must be effective by the start date of the internship. Visit <https://tamu.myahpcare.com/> to learn more about student health insurance plans offered by the university.

TB Test Results

All students must be screened for tuberculosis with a TB skin test. Students are responsible for making an appointment to be tested (a test can be completed at the A. P. Beutel Health Center on campus, most health care providers, or local health departments). The test must be completed no sooner than 12 months before the internship start date. **Please remember, a TB skin test is read 48 to 72 hours by a trained health care professional.**

HIPAA and BBP Trainings

All interns must complete the "HIPAA Training for Texas A&M Faculty, Staff & Students" (Course #2114226) on TrainTraq (for TAMU employees) or the External Gateway (for non-TAMU employees) as well as the "Bloodborne Pathogens Training for Healthcare Providers and Clinical Personnel" (Course #2114095). Upon completion of the training, a certificate of completion is emailed to the provided email address, which must then be uploaded to Canvas.

CPR/First Aid Certification

All students are required to submit proof of CPR and First Aid certification. Certifications **MUST** be current and not expire prior to the end of the internship.

Drug Screening

A drug screening is required by the Internship Program. The Department of Health Behavior pays for a drug screening when completed in the clinic and times provided to students in HLTH 440. Students electing to complete a screening in a different clinic or at a time other than those secured by the department are responsible for the screening payment on their own.

Other Requirements

Often internship sites will have their own paperwork and/or screenings to complete. Interns should check with their site supervisor regarding agency/institution specific paperwork required. Paperwork should be completed in a timely manner. Experience has taught us that some locations have complicated systems and checks that take weeks to finalize clearance to begin an internship which can impact the internship start date, and subsequently, graduation.

Some sites require students to participate in an orientation. In some cases, agency/institution orientations are offered on a rotating basis, therefore interns may be asked to attend an orientation prior to the actual start date of the internship.

During the Internship

The internship (12 credit hours) entails the completion of 480 consecutive hours in a semester completed in 14 (or 12) weeks during the semester. The internship hours follow the regularly scheduled hours of the agency/institution. Students are required to complete a minimum 34 hours each week of the internship. Some evening or weekends may be required depending on site events or activities. Students are expected to comply with the site hours. Students will follow agency/institution holidays, not Texas A&M University (i.e., spring students will not take a spring break). *Note:* Summer internships will begin almost immediately following the end of the spring semester and two/three weeks prior to the summer session first day of classes. **Summer interns will be expected to work 40 hours each week for 12 consecutive work weeks.**

In accordance with the attendance policy, no “time off” should be requested. In some cases, *occasionally* work hours outside of the normal work day may occur (e.g., health fairs, education classes in the evening, etc.). Supervisors may decide to allow a student to “flex” these hours during that week. **Working extra hours for time off at a future date is not allowed.**

Interns are expected to bear all expenses incidental to the initiation and completion of the internship such as, transportation costs. **THIS IS AN UNPAID INTERNSHIP.**

Students interning are expected to perform as a professional in the internship setting. As a professional, a student should be prepared to be an active participant in developing their internship and not rely solely on the site supervisor for instructions.

Course Registration

Interns will be registered for HLTH 484 (12 hours) by SPH administration staff. Registration will occur after registration opens and approximately one month prior to the start of the internship semester. Internships are offered during the spring, summer, and fall semesters. **No interns may begin the internship before the semester in which they have registered for HLTH 484.**

Note: Undergraduate students may not be simultaneously registered for any course other than HLTH 484 during the semester. It is strongly recommended that interns not engage in outside employment during the internship.

Intern Responsibilities:

1. Be present and on time
2. Be kind, respectful, and willing to learn
3. Complete all paperwork and trainings required by the internship site in an efficient and timely manner.
4. Meet with site supervisor regularly throughout the internship in order to receive feedback as well as to share schedules and experiences.
5. Keep in regular contact with the internship coordinator through Canvas assignments in order to receive feedback as well as to share experiences.
6. Notify the site supervisor of absences immediately by following the site’s policy. **Absences must be made up.**
7. Work with site supervisor to develop an “Internship Project,” that will reflect at least one of the Areas of Responsibility for Health Education Specialists, and is of value for the internship site.

8. Schedule a mid-term evaluation with site supervisor(s). This meeting will take place virtually or at the internship site. A written or electronic evaluation form, which can be found in Canvas, must be completed by the site supervisor. The intern should provide the site supervisor with the evaluation form *at least 2 weeks prior* to the mid-term evaluation due date.
9. Schedule a final evaluation with site supervisor(s) toward the end of the internship. A written or electronic evaluation from the site supervisor should be reviewed with the intern and submitted by the due date.
10. Complete all internship assignments as instructed and on time.
11. At the end of the internship, write a letter of appreciation to the site and the site supervisor(s) and file a copy with the internship coordinator (submission through Canvas).
12. Problems and conflicts which cannot be resolved within the internship site should be shared immediately with university supervisor.
13. Participate in final debriefing meeting with the university supervisor.

Assignments & Grading Information

The internship is more than professional practice, but also includes assignments to showcase knowledge, skills, and critical reflection on the student's internship experience. An internship project is the culminating evidence that exhibits the completion of the community health degree.

Detailed information on assignments is provided under the "Assignment Submissions" tab in Canvas. Below is a brief summary of assignments. This should not be considered an exclusive list! Refer to Canvas for full information about assignments.

Submit internship course assignments through Canvas following formatting requirements and by the due date. You will be graded on grammar, content, presentation, and punctuality. Due dates vary from semester to semester and are indicated in each assignment's detailed description. **Note:** University supervisors may ask you to also submit assignments via email in addition to submitting them to Canvas.

Internship assignments include:

1. Initial Information Sheet
2. Goals and Objectives
3. Project Proposal/Description
4. Progress Reports/Reflections (3)
5. "Advice to Future Interns" Infographic
6. Mid- & Final Semester Evaluations
7. Final Project Report & Project Evidence
8. Final Presentation & Debriefing Documents

Grading System

Final course grades will be determined using the following criteria by the assigned university supervisor:

- **Overall site evaluation.** The site's evaluation of performance is critical. Interns will be graded on an evaluation of performance at mid-term and the completion of the internship. It is critical that students show continued development throughout the internship, especially those who receive low scores at mid-term.
- **Internship course assignments.** Assignments will be graded for content, grammar, quality, presentation, following directions, and punctuality. Assignments grades will be determined using the following criteria:

Grade Earned	Criteria Met:
A: 90-100%	completed on time + exceeded expectations
B: 80-90%	completed on time + met requirements
C: 70-80%	was not completed on time OR did not meet minimum requirements
D/F: <70%	was not completed on time AND did not meet minimum requirements

- **Internship Project.** The internship project (proposal, final report, and evidence) should have relevance to the health education profession's AoR and competencies and be representative of a culminating experience of a health degree.
- **Final debriefing presentation and summary paper.** The final presentation and summary paper will be graded based on content, grammar, quality, presentation, following directions, and professionalism.

General Formatting Guidelines

For consistency and convenience, all documents should follow the guidelines below:

- Typed Microsoft Word document
- 12 point, Times New Roman font
- Double spaced, 1" margins
- No first drafts → focus on HIGH quality submissions
- Name the file as instructed
- APA 7th edition, including a properly formatted title page

Guidelines for Completing Assignments

Initial Information Sheet (IIS)

Each intern, by the end of the first week, is to download and complete the Initial Information Sheet. This assignment provides the internship coordinator and university supervisor with critical contact information for the intern and their site supervisor (may differ from the primary contact with the agency/institution for placement purposes).

Goals and Objectives

Each intern is responsible for developing goals for the entire internship experience. Each goal must have at least 2 objectives. Goals and objectives are to be written professionally, using the SMART model as guidance. Each intern will have goals and objectives unique to his/her site.

1. Goals and objectives can be related to the internship project, professional goals (such as networking), or personal goals (such as improving your interpersonal communication skills), but should be developed with guidance from the intern's site supervisor.
2. Goals and objectives should be discussed with the site supervisor to ensure the site has the resources to help you achieve your objectives.
3. Goals and objectives are submitted via Canvas under the Assignment Submissions tab. University supervisors may ask for Interns to also submit goals and objectives via email in addition to submitting them to Canvas.
4. Sample goals and objectives are available in the SAMPLE ASSIGNMENTS at the end of this manual.

Progress Reports/Reflections (3)

There are three progress reports or reflection assignments for each intern to complete throughout the internship. These assignments are designed for an intern to critically reflect on a specific topic. For instance, following the first week of interning, the intern will be asked to reflect on how they felt their first day, what they have learned about themselves in one week of a professional job, and how they see themselves fitting into the work environment at their assigned location. Reflections are submitted via Canvas unless otherwise specified.

Advice to Future Interns Infographic

In this assignment, interns will consider themselves writing for a new online publication for students preparing for future internships – *Internships 101*. Interns will create a visually appealing, professionally designed infographic with recommendations to future interns such as 8 Ways to Prepare for Your First Days or Surviving the Maze of a State Department Building.

Guidelines for the Internship Project

The Internship Project is a special assignment for the intern and must be completed during the semester. The project must meet the following criteria:

- Is aligned with site's vision/mission statements;
- Is an additional opportunity for continued learning and professional growth;
- Meets at least one of the internship goals;
- Has relevance to the health education profession's competencies.

AVOID COMPARING PROJECTS WITH OTHERS; there will be a great variety of internship projects. The type of site or program that you are involved in will determine the project you will develop. Your project should be developed with your site supervisor (or their designee).

Internship projects may be one large, intensive effort worked on throughout the duration of the semester and others may be small, "mini" projects completed throughout the internship that are combined as one

project at the end. The site supervisor will specifically evaluate the project separately from the overall evaluation of the intern.

Eight Areas of Responsibility (AoR) for Certified Health Education Specialists

I. Assessment of Needs & Capacity	Is there a new program the site wants to start? Plan the assessment process, access data related to the program, & examine any data collected
II. Planning	Assist the site with identifying and engaging stakeholders, developing goals and objectives for a specific program, & designing interventions and services
III. Implementation	Implement and monitor health education program/intervention
IV: Evaluation & Research	Is there a program in place that isn't being evaluated? Develop an evaluation plan – design the instrument, collect the data, and analyze the findings. Find and critique evaluation and research in the related literature (sites can take advantage of the TAMU libraries through intern involvement in research)
V: Advocacy	Identify a current or emerging health issue requiring policy, systems, or environmental change; engage coalitions and stakeholders in advocacy efforts; engage and evaluate advocacy efforts
VI: Communication	Identify and develop communication strategies; develop and lead social media outreach or other modes of communication to communicate with priority populations
VII: Leadership & Management	Get involved in leadership & coalition activities; you can help to develop volunteer opportunities; communicate with other stakeholders; manage and prepare budgets, & facilitate partnerships
VIII: Ethics & Professionalism	Demonstrate ethical leadership by practicing ethical principles; comply with legal standards and regulatory guidelines; apply cultural humility, diversity, and inclusion; advocate and promote the health education profession.

Helpful Hints:

- Focus on *one or two* Areas of Responsibility for [Certified Health Education Specialists](#) while establishing your project idea
- Do your research; think about your project before you communicate with your supervisor. Make it a point to know about the organization/agency and engage in a meaningful project.
- Do something outside of your comfort zone (i.e., research, public speaking, coalition work)
- Use your project to make professional connections (meet and greet with everyone you meet).
- Set personal goals and keep yourself busy → *don't select a project because it is easy*

- Read and research professional materials ...you might be able to provide your supervisor with the newest trends on what is currently happening in the field
- Ask questions ... internship sites do not expect you to know everything about their organization/agency or about the job/industry.
- Be professional → everything you turn in should be HIGH quality & professional.
- Be enthusiastic (especially about your project), you will rub off on other employees and have a positive impact on the agency/organization.

Examples of Past Internship Projects:

- Designed a resource room for cancer patients and their families
- Performed an inventory of the Emergency Room supplies and materials at a major hospital
- Created monthly, educational bulletin boards for visitors at the Children's Hospital
- Implemented a national walking day for staff; lead and participated in a run/walk program for staff
- Disseminated a nurse survey regarding the Volunteer Baby Holders Program (for program improvement purposes)
- Planned, implemented, and evaluated the rural health and wellness seminar
- Evaluated the administrative procedures within a rehabilitation clinic
- Collected data and drafted a hospital's three-year implementation plan
- Designed, implemented, and evaluated an on-site farmer's market to encourage healthy food options as part of a worksite wellness initiative
- Designed, implemented, and evaluated an alcohol poisoning information program for Fish Camp counselors and participants

Project Proposal/Description

After developing the project with your site supervisor, a project proposal must be submitted in Canvas and approved by the internship coordinator. The internship coordinator will approve or make suggestions to improve your proposed project to ensure the project is appropriate evidence of a capstone experience of a health degree.

The project description is due very early during the internship process. That being said, it may be difficult for many of you to have a definite plan for your project. It is okay for plans to change throughout the course of your internship. The purpose of this project description is to make sure you are heading in the right direction.

The project description (see sample in the SAMPLE ASSIGNMENTS at the end of this manual) and report must be typed.

The project proposal will be submitted to Canvas under the Assignment Submissions tab. University Supervisors may ask you to also submit these documents via email in addition to submitting them to Canvas.

Your project description should include the following:

- I. Title of project
- II. Description of project
 - a. Should include how the project applies to the AoR, competencies, and sub-competencies for Health Education Specialists
- III. Value of project to site (how they will use the project)
- IV. Project schedule (Brief)

Final Project Report & Project Evidence

After the completion of your project, you will turn in a final project report along with evidence of completion. The final project report is similar to the project proposal but requires more information. The final project report will be submitted to Canvas under the Assignment Submissions tab. University supervisors may ask you to also submit these documents via email in addition to submitting them to Canvas.

Your project report should include the following:

- I. Title of Project*
- II. Description of Project*
 - a. Summarizes knowledge and application of the AoR, competencies, and sub-competencies for Health Education Specialists
 - b. Demonstrates research for project using current, credible sources
- III. Value of Project to Site (how they will use the project) *
- IV. Meeting Internship Goals (identify which ones)
 - a. Demonstrated opportunities for personal and professional growth and learning
- V. Methodology or proposal of how to accomplish each task associated with the project
 - a. Demonstrated ability to work with others
 - b. Demonstrated ability for independent work
- VI. Project Schedule (Brief)*
- VII. Product of Project (evidence in the form of manual, photographs of health fair activities, videos, such as report, booklet, brochure, etc.)

**part of the original project proposal → can/should be changed or elaborated on for the project report*

Guidelines for Final Debriefing Presentation

Interns will have 15 minutes to present their final debriefing presentation and all the presenters will answer questions after the presentation. These should be created via PowerPoint and include an overview

of the internship site, overview of internship, goals and objectives, explanation of project, how the project related to the AoR, a self-reflection, and conclusion.

Suggested outline of presentation:

1. Introduction and Overview of Site (geographic location, mission, target audience, if applicable)
2. Overview of Internship (briefly describe day to day tasks)
3. Goals and Objectives
4. Project Description
5. How the Internship Project relates to the field of health education
 - a. Reference the [8 Areas of Responsibility for Health Education Specialists](#)
6. Photo Reflection
 - a. Place three pictures on the same slide that represent experiences in the ***internship***. One picture for each of the following (*DO NOT* include pictures of clients, patients, etc.):
 - i. Something you learned as a professional
 - ii. Something that represents your academic experience
 - iii. Something that you learned about your personal life
7. Self-Reflection
 - a. What strengths did you discover? Weaknesses?
 - b. What is the most important thing you learned at your internship?
8. Conclusion
 - a. What are the next steps in your professional career?
 - b. Thank supervisors, mentors, and anybody else that helped you throughout your internship.

Tips for delivering an effective presentation:

1. Pay attention to time → note that you have 10 minutes so be concise
2. You are also expected to be on time, **dressed in professional attire**, and be ready when called to present
3. Maintain eye contact with the audience
4. Do not use filler-words such as “ummm,” “like,” “aah,” “uhhhh,” etc.
5. Maintain good posture
6. Refrain from using slang or unprofessional language
7. Prepare to answer questions from the audience at the end of your presentation

You will be evaluated on:

1. Introduction and organization of presentation
2. Relevance of subject matter to health education and promotion
3. Professional appearance and demeanor
4. Ability to stimulate interest/generate questions
5. Quality of PowerPoint presentation
6. Quality of summary document

Sample Assignments

Goals and Objectives

Goal 1: To create an educational infographic for patients recently diagnosed with Type II diabetes at Community Health Clinic in Bryan, Texas.

- Objective 1: By the end of week 3, 100% of the information needed for the infographic will be collected.
- Objective 2: By the end of week 5, 100% of the infographics will be created and distributed to clients.

Goal 2: To improve my oral presentation skills while interning at Community Health Clinic in Bryan, Texas.

- Objective 1: By the end of week 14, I will present one presentation without having to use notecards.
- Objective 2: By the end of week 14, I will present three presentations without using filler words.

Goal 3: To make connections at Community Health Clinic in Bryan, Texas for future employment and professional opportunities.

- Objective 1: By the end of week 7, I will meet and exchange names and email addresses with at least two other professionals in the field.
- Objective 2: By the end of week 14, I will meet six professionals that are not employed at my internship site.

Specific
 Measurable
 Achievable
 Realistic
 Time

Specific: Who and what do you want to accomplish? Verbs should include skills; avoid using verbs like know, learn, and understand!

Measurable: By the end of the time period given to complete your objective, how will you determine if your objective has been met? For example, after the third week of your internship how much information have you collected for the infographic? If the answer is 100% of the information, then you have met your objective.

Achievable: Can you achieve your objectives with the resources and opportunities available to you at your site? If you will only have the opportunity to deliver one presentation then you cannot reach your objective of presenting three presentations without using filler words.

Realistic: You must determine if your goals and objectives are realistic for you and your site. While it may be realistic to meet and exchange information with at least two professionals in the field within the first seven weeks, it probably would not be realistic to meet and exchange information with a hundred different professionals.

Time: When do you want to achieve your objective → be consistent & use WEEKS!

**Remember to collaborate with your site supervisor while writing your goals and objectives. What you believe to be achievable and realistic may not be for your site. Also, try to achieve goals that will benefit both you and your site. **You do not need to color code your objectives when you submit them.*

Project Proposal/Description

Title of Project: Diabetes Education Infographic and Presentations

The Community Health Clinic in Bryan, Texas has experienced significant challenges with patients recently diagnosed with Type II diabetes. The patients are having trouble managing their disease and the health educator on site believes this problem is due to lack of education and intervention at diagnosis. She has asked me to create an informational infographic (in English and Spanish) to distribute to patients when they are first diagnosed. She has also requested I create three PowerPoint presentations along with interactive activities to present to newly diagnosed diabetic patients, highlighting the important aspects of managing diabetes such as diet, exercise, and medication use. The goal of both resources is to prevent any adverse consequences of mismanaged diabetes. She has asked me to have the infographic completed in the first five weeks of my internship, so I will be able to deliver the presentations (and interactive activities) throughout the remainder of the internship. These educational tools will be provided to the site so they can continue using them after my departure.