

**Western Kentucky University  
Department of Public Health**



**EOHS 546  
M.S. Environmental & Occupational Health  
Science  
Internship Manual**

<http://www.wku.edu/publichealth/index.php>

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**Part I**  
**Policies and Procedures**

## Introduction

The EOHS Internship (EOHS 546) is the practice experience required by the Environmental & Occupational Health Science Program of Western Kentucky University, Department of Public Health, if a thesis is not completed. The internship requires the EOHS student, to synthesize, integrate and apply knowledge acquired in coursework to a project in a professional setting. Each student will complete the internship practice experience or a thesis. In conjunction with the internship, the culminating experience is completion of an internship portfolio and presentation of the results.

Although the internship experience is one of the final courses in the EOHS curriculum, it is important to begin to plan for the practice experience early in the EOHS degree program. Early planning will reduce the anxiety that occurs as the student completes other graduation requirements. The single most important strategy for planning a meaningful internship is to attend the regularly scheduled EOHS Internship Orientation Session (held one time each year). Attendance at the orientation is expected and will serve the student well in the internship application process. *Failure to plan accordingly may delay your ability to secure an internship placement and result in an additional semester of stay as a student.*

Identifying an internship site and making arrangements for this experience are the responsibilities of the student. The student should consult with his or her academic advisor, who will provide information about the specific requirements, expectations, and assist with placement.

This manual was developed to streamline the process for students, faculty and preceptors to navigate the internship. The EOHS Internship Manual is divided into sections that review guidelines and strategies for finding placements; define requirements and policies for completing internships; and clarify responsibilities of those involved in the experience. A glossary of terms and all required forms as well as the final report and competency information are appended to the manual.

EOHS students have completed placements in both private and public sectors, as well as in rural, urban and international communities, and with local, state and federal government. Internships can be conducted in an industry setting as well as with a NGO. Student portfolios may be reviewed on the EOHS organizational site on Blackboard under the internship listing.

## Internship Policies

### Definition and Purpose

An internship is defined as a planned and supervised learning experience. This learning experience will be gained through observations and field work in an environmental and occupational health workplace settings. While specific activities during internship vary, all field training should enable students to:

- Participate in practice based learning experiences that are not typical in the classroom, but are essential for sound training in the environmental and occupational health science professional field;
- Apply existing and new skills and become more socialized into the environmental and occupational health science profession;
- Make contributions during the course of training that will not only be useful to the sponsoring organization, but also will enhance the student's management and analytic skills and self-confidence;
- Develop and expand the student's professional network base; and,
- Further develop competencies of the program that include the overarching competencies of Assessment, Management, and Communication.

### **EOHS Degree Requirements**

The internship component of the Master of Science in Environmental & Occupational Health Science (EOHS) degree is viewed as the practice experience of a student's graduate academic program, if they are not completing a thesis. It is designed to provide a meaningful opportunity for you to integrate knowledge and develop competencies gained during academic coursework in a professional setting. As such, the degree requirements total 6 credits or a minimum of 400 clock hours of internship experience.

In order to be eligible to register for the internship experience, you must complete all core courses PRIOR to beginning an internship. Students may complete electives concurrently with an internship or post practical experience.

### **Expectations of a Graduate Level Practice Experience/ Internship**

EOHS students are expected to increase their professional knowledge and skills to gain experience in environmental health, occupational health and safety or workplace health promotion at a selected professional setting. During this placement each student is expected to apply knowledge and skills to a well-defined internship. The internship should be planned graduate level work, which demonstrates independent thinking, self-initiation, professional skills, and integrations of knowledge in the core areas of the EOHS field. At the conclusion of the internship, students are expected to synthesize their experience into an internship portfolio to fulfill the degree requirements. The portfolio will be loaded onto the Blackboard system. In order to increase the contribution of our EOHS program, it is highly desired that students disseminate major internship outcomes to either the general public or specific organizations through publication, presentation, or reporting mechanisms whenever it is possible to do so.

## **Qualifying Internships**

Internships are designed to provide students with opportunities to develop competencies relevant to the EOHS stated learning objectives. A set of internship guidelines and minimum criteria are provided.

Students MUST get initial approval from their faculty advisor that the placement is adequate and appropriate to meeting the requirements of the program of study PRIOR to proceeding with contacting the placement site. Accepting or beginning an internship prior to a formal approval is not allowed and any time worked will not count toward the internship experience. Students may not enroll for EOHS 546 without prior approval **AND** permission of the Internship Coordinator.

While most jobs entail a level of clerical work, preceptors are notified that these activities do not satisfy the graduate internship or practice experience requirements of the EOHS degree. Thus, photocopying, scheduling, email preparation, etc. should not consume a significant portion of your experience. If a student has concerns regarding this, they should immediately discuss them with the Internship Coordinator.

Host Organizations: Organizations that host student interns and other practical experiences may include county, state or federal government entities, not-for-profit organizations, private sector companies, and other organizations directly involved in the EOHS field. Students are expected to act as professionals at all times, contribute in a positive and significant way to the organization and uphold an ethical standard of practice. Mentors within the organization are expected to remain mindful of the fact that the practice experience is an academic-related opportunity for students to learn from and observe a real-world professional work environment. The arrangement should be a mutually beneficial relationship for both the student and the organization.

Practice Experience Preceptors: Preceptors should have advanced degrees, ideally within the EOHS field and should hold decision-making positions within the host organization. In cases where an individual has been working for numerous years and can offer a wealth of experiences to a graduate EOHS student, an advanced degree is not required. A daily supervisor with significant experience as an EOHS professional may also be assigned to a student in addition to the mentor. Preceptors are asked to provide the following:

- Orientation to the organization and the relevant program(s)
- Explanation of work rules and procedures, including time and attendance policies to which the student will be held accountable
- Access to resources such as a computer workstation, relevant data systems, and/or reimbursement for necessary travel
- Tangible project assignments and a timeframe for completing assignments

- Opportunities for involvement in a diverse range of organizational activities including attendance at internal and external meetings, interactions with colleagues and organizational leaders, etc.
- Regular opportunities for communication to discuss progress and ensure expectations of all parties are being met
- Guidance, feedback and assessment regarding project deliverables and EOHS Program internship paperwork requirements

### **Administration**

The internship experience should involve active collaboration among the student, faculty advisor, site preceptor, Internship Coordinator and program director. These responsibilities are as follows:

#### **1. Role of students**

Students are the primary beneficiaries of practical experience training and their role must be as *active* as those of the faculty advisor, Internship Coordinator and preceptor. Students are expected to:

- Develop an understanding of the department's philosophy, policies, standards, and procedures with regard to the internship experience
- Gain knowledge of the mission, goals and focus of work of potential field settings and organizations for meeting individual learning goals through field visits, reading of field reports of students in previous years, and discussions with peers, the career services coordinator, and faculty
- Notify the faculty advisor that he or she is preparing for their internship or other experience and seek advice regarding an area of career interest to develop during the practice experience, discuss possible placement sites, and develop an appropriate field training
- Inform the Internship Coordinator of their readiness for placement and provide evidence that they have met with their academic advisor
- Maintain active communication with the Internship Coordinator for guidance and monitoring of placement activities
- Provide all appropriate documents to the Internship Coordinator in a timely manner



- Conduct themselves as responsible and mature professionals during field training, complying with the organization's code of conduct, and meeting all obligations and responsibilities according to schedule

## **2. Role of practice experience preceptors**

Preceptors are key participants in the internship experience. They oversee all activities and experiences of the student while at the placement site. The quality of their commitment, interest, and efforts has tremendous influence on the outcome of the experience.

Preceptors should ensure a meaningful learning experience for the student with the commitment, and enthusiasm of a good teacher. The preceptor is also a responsible official in the organization who ensures that students fully comply with its policies and standards. Preceptors should:

- Develop an understanding of the department's philosophy, policies, standards, and procedures pertaining to practice experience
- Participate in the preparation of the student's practice/training plan
- Take a proactive posture in all matters pertaining to the experience, including providing the Internship Coordinator with up-to-date information on their agency for inclusion in the practice experience, resource files and facilitating possible long-term practical training arrangements with the department
- Make the student feel welcome in the agency, facilitate the student's orientation, assign appropriate tasks, and provide suitable and regular time for supervisory discussion with the student
- Certify completion of internship by the student and return an evaluation of the student's performance, to the EOHS Internship Coordinator

Willing and interested preceptors may serve as future liaisons between the department and their agency.

### **3. Role of EOHS Internship Coordinator**

The Internship Coordinator is responsible for reviewing and approving completed internship application, grading assignments, maintaining records and assigning final internship grades. He/she may also:

- Address any needs regarding agreements with placement sites
- Monitor learning activities to ensure high standards
- Intervene when appropriate in situations that may arise during the placement
- Arrange for appropriate activities for faculty, students, and preceptors to ensure high-quality practice training, possibly to include a professional development conference
- Undertake appropriate developmental activities to expand opportunities for high-quality placements
- Assure the maintenance of an appropriate database of past internships as a resource for students in the department

### **4. Role of faculty advisors**

Faculty advisors are expected to participate in planning the internship of their advisees.

Advisors should:

- Assist each advisee to identify career interests and related learning objectives that are best met through the internship.
- Increase their knowledge of internship opportunities available for students to help an advisee gain a proper appreciation of learning opportunities available in different settings
- Assist in the student's preparation of the internship, in consultation with the preceptor and the Internship Coordinator
- Refer students to the Internship Coordinator for additional advice
- Recommend potential new preceptors and sites to the Internship Coordinator
- Respond in a timely manner to any issues that need faculty advisor attention

- Contact the Program Director and the Internship Coordinator if any problems arise

## **Practice Experience Guidelines and Standards**

### **Identification of Internship Site and Preceptor**

Each faculty advisor works with his/her advisee and the Internship Coordinator to ensure a suitable placement. The Internship Coordinator maintains an up to date list of potential placement sites with a current affiliation agreement with WKU.

#### **1. An organization chosen for an internship or practice site should:**

- Be an established organization providing opportunities for learning, experience and skill building in the EOHS field
- Consider participation in internship a professional obligation
- Have competent staff who are interested in ensuring that the student learns as much as possible while at the organization.
- Provide necessary materials support to the student, such as a desk, supplies, travel, secretarial support, and the like, in order to facilitate the completion of any tasks the student is assigned as part of their internship.

#### **2. A professional chosen as a preceptor should:**

- Hold a responsible position within the organization
- Recognize the preceptor's role as an opportunity to teach
- Be professionally qualified to meet the needs of the student
- Participate in the development of the student's training plan
- Have the ability to assign duties, provide necessary resources to the student, and facilitate communication with others as appropriate
- Be able to devote sufficient time to field training activities, including planning, supervision, and evaluation
- Be amenable to working and interacting with the Internship Coordinator

**A student who wishes to do their internship in an organization in which s/he is currently working, or has previously worked must identify specific objectives that have been approved by the Internship Coordinator, Faculty Advisor and Preceptor.**

### **Registration**

A student must be registered in EOHS 546 Graduate Internship. Registration and billing for the internship is done in accordance with the semester schedule set by the university.

### **Site Visits**

While it is desirable for the student to visit the prospective internship site for initial, pre-placement discussions, this is not mandatory. Students may choose to make exploratory visits during holiday and/or semester breaks.

### **Written Materials**

Each student, faculty advisor, and preceptor is required to prepare appropriate documentation pertaining to various phases of the internship application process and to submit these to the Internship Coordinator. These documents are as follows:

- **EOHS Site Work Agreement and Contact Information Form (Appendix A)**
- **Internship Placement Information Sheet (Appendix B)**
- **Internship/Project Completion Form (Appendix C)**
- **Student Evaluation Form (Appendix D)**
- **Internship Monthly Report (Appendix E)**
- **Internship Activity Log (Appendix F)**
- **Self-Assessment of EOHS Competencies (Appendix H)**

## **Part II**

# **EOHS Practice Experience: Student Roles**

## Getting Started

The *EOHS Internship Manual* explains what is expected of you before, during, and after your field training experience. This manual will also assist you in outlining your learning objectives and focusing your efforts to identify the best field training experience for your expected career path.

The technical details of the experience are covered in this guide. If you read this manual in its entirety, you should find that most of your questions will be answered. To be successful in securing an optimal placement, start early, maintain frequent contact with your faculty advisor and keep your eyes and ears open. Treat this experience like a class and schedule time every week to work on your search. There are many resources at your disposal: faculty advisor, career services coordinator, program director, other faculty, peers, alumni, mentors, and sometimes even parents, relatives, and family friends.

Some questions you may want to ask yourself as you begin to identify potential internship sites and make a final selection are:

- **INTEREST:** In what am I most interested? Do I want environmental, occupational health and safety or workplace health promotion focus? Do I want field experience or management experience?
- **SETTING:** What kind of organization will best meet my needs: private organization, local, state or federal government, or international organization?
- **LEARNING NEEDS:** Do I want a placement where I can practice skills I already have, or one where I can learn skills I do not have? What are these skill areas?
- **GEOGRAPHIC LOCATION:** Do I want to be in or near Bowling Green, or in my hometown...or somewhere else?
- **STIPEND:** Do I need to have a stipend? If yes, what is the minimum I can afford to accept?

## **Possible Outcomes of the Internship**

A good placement and practice experience can benefit the student in such a way that they help the student to:

- Establish, implement, and evaluate their own professional learning goals and objectives
- Integrate EOHS learning objectives with the public and private sectors.
- Expand understanding of the role of environmental, occupational health and safety and workplace health promotion in a real world setting
- Analyze the role of, environmental, occupational health and safety and workplace health promotion, in organizational activities and the health of the community
- Gain an understanding of the organization and policy issues, administration, research, funding sources, program activities and evaluation, and challenges faced by organizations in the EOHS field.
- Improve communication and professional skills through on-the-job training
- Assume specific leadership roles and responsibilities for professional skills in the EOHS field as part of an organization's program

# EOHS Program Competencies

Adapted from NCEH/CDC and APHA (2001), Environmental Health Competency Project

## A. Assessment

A1. *Information Gathering*: The capacity to identify sources and compile relevant and appropriate information when needed, and the knowledge of where to go to obtain the information.

A2. *Data Analysis and Interpretation*: The capacity to analyze data, recognize meaningful test results, interpret results, and present the results in an appropriate way to different types of audiences.

A3. *Evaluation*: The capacity to evaluate the effectiveness or performance of procedures, interventions, and programs.

## B. Management

B1. *Problem Solving*: The capacity to develop insight into and appropriate solutions to environmental and occupational health problems.

B2. *Economic and Political Issues*: The capacity to understand and appropriately use information about the economic and political implications of decisions.

B3. *Organizational Knowledge and Behavior*: The capacity to function effectively within the culture of the organization and to be an effective team player.

B4. *Project Management*: The capacity to plan, implement, and maintain fiscally responsible programs and projects using skills and prioritize projects across the employee's entire workload.

B5. *Computer/Information Technology*: The capacity to use information technology.

## C. Communication

C2. *Communicate*: The capacity to effectively communicate risk and exchange information with colleagues and the public through public speaking, print and electronic media, and interpersonal relations.

C4. *Marketing*: The capacity to articulate basic concepts of environmental health and public health and convey an understanding of their value and importance to clients and the public.



## Steps in Planning the Internship

1. First and foremost, you must confirm with your advisor that you have completed the course requirements and are ready to start your experience in the following semester. You should be actively discussing ideas or options for your site placement at this time
2. Upon confirmation with your advisor, you need to attend the EOHS Internship Orientation training (offered every fall) prior to interviewing with a potential site Internship Coordinator
3. YOU are responsible for identifying appropriate training sites for your experience. The role of the Internship Coordinator is to function as an advisor and resource in conjunction with your academic advisor. It is to your benefit to present your ideas to Internship Coordinator and to your advisor; your advisor may be aware of internship opportunities of interest to you
4. It is expected that you prepare résumés and/or other documentation as required, and be available for interviews at agencies
5. You must complete an updated resume or curriculum vitae, and return it to the Internship Coordinator.
6. Be prepared for an interview in the case that an agency or organization is taking multiple applications for the same position. However, some agencies or organizations may be less structured in their expectations. In either case, you are required to meet with the agency or organization, and a qualified preceptor must be identified and confirmed as a preceptor.
7. Affiliation agreements (Site Work Agreement and Contact Information Form) must be signed by the sponsoring agency/organization and WKU (CHHS dean's office). This requirement is initiated by the faculty Internship Coordinator after you have completed your application and provided the necessary information. (Appendix A required for this action)
8. You and your preceptor must agree on specific objectives and dates for the internship. (Appendix B and C). This must also be approved by the Internship Coordinator.
9. You will not be able to register for the internship (and the necessary hours) for the semester of your internship via TopNet until you have turned in all the signed required paperwork to the Internship Coordinator and a signed affiliation agreement between WKU and the internship site agency/organization is completed.

## Internship Sites

The EOHS faculty believes that a wide range of organizations and agencies can provide a valuable field internship experience for you. In general, any organization that provides, plans for, coordinates, organizes, pays for, or regulates EOHS or workplace health promotion services is a valid training site.

Examples of potential internship sites include:

- Federal agencies
  - Department of Health and Human Services (DHHS)
  - Centers for Disease Control and Prevention (CDC)
  - Health and Human Services
  - Occupational Safety and Health Administration (OSHA)
- State, county, or city health departments
- Environmental health consulting companies
- Industrial settings
- Hospital health and wellness programs
- Organizations with workplace health promotion programs

### What should I consider when choosing an internship site?

- Appropriateness of experience as it relates to career goals and your area of concentration
- Availability of a good preceptor who is willing and able to spend time with you and provide guidance
- Availability of good role models at the site
- Good understanding of your educational needs, including the need to increase responsibility and independence gradually
- Willingness to provide support, ranging from a desk and a phone, to transportation, and lodging

### Student Responsibilities

As a graduate student in a professional degree program, the Department's expectations of you are high. While various sources of support are available through the EOHS program staff, faculty advisors, and internship Preceptors; acquiring an internship, remaining up-to-date with paperwork requirements and completing all course requirements according to established due dates **ARE YOUR RESPONSIBILITY**. Therefore, you should be proactive in acquiring your internship and in completing all degree requirements. If you are unable to meet these obligations for any reason, you are expected to notify both your faculty advisor and the Internship Coordinator.

Students should also make use of on campus resources such as the WKU Career Services Center in the Division of Student Affairs to develop a resume, receive coaching for getting and setting up an appointment, and interview skills.

### **Professional Conduct**

**All students are expected to behave in a professional manner at all times during the internship experience.**

Dress should be professional based on organizational policies, as should all communication with preceptors, faculty advisors and department staff. Time and attendance policies of the host organization must be followed. If your preceptor does not provide you with details regarding these policies, please ask so you know to what you are being held accountable. Your preceptor is responsible for verifying that you complete the appropriate number of project hours, 400 hours for the 6 credits hours of the internship. Should your preceptor or Internship Coordinator expresses concern regarding your time and attendance, you will be required to submit weekly time sheets, with both your faculty and advisors signatures to the Internship Coordinator.

### **Internship Course Grades**

The Registration Form, Mid-Semester report, Preceptor Mentor Evaluation, Final Internship Report, PowerPoint, and Student Evaluation, all described in detail below, are all major components to internship grades. Internships are graded on student participation in several areas:

- Attendance of internship orientation
- Determining and articulating own learning needs
- Placement arrangements
- Preparation and submission of practical experience plan
- Preparation of mid semester progress and final report, according to deadlines
- Evaluation of performance during field training by preceptor
- Follow-up activities (e.g. PowerPoint presentation and student site evaluation)

An incomplete will no longer be distributed for an internship unless documentation of extenuating circumstances is submitted to the Internship Coordinator for consideration. Should an extension be granted by the Coordinator, the student, Program Director (and if appropriate, the ISSS) will be notified accordingly. Per the Western Kentucky Graduate Student Handbook, failing an internship will result in the automatic dismissal of degree candidacy.

### **Internship Paperwork Requirements**

In order to receive academic credit, you must successfully complete all course requirements by the deadlines previously described. It is your responsibility to comply with those due dates, as

is expected for any other graduate course. This includes ensuring that all paperwork is uploaded into Blackboard, and placed in the Internship Coordinator's mailbox (located in AC 132). Copies of all the forms you need can be found in the Appendices.

Internship paperwork requirements include:

- **Meeting On Internship Status**

Your Internship Coordinator will contact you and your preceptor to arrange a meeting to review the internship progress to date. An in-person meeting is ideal, but teleconference is also acceptable. At this time, any changes to the original plan can be resolved and should be described with an amended project description.

- **Preceptor Evaluation**

This is completed by your preceptor and reviewed with you and submitted to the Internship Coordinator. While the preceptor's evaluation is considered to be an important source of input for assigning a grade, your final report and PowerPoint presentation will be equally important in determining your grade.

- **Final Report**

A final report includes a brief description of your internship site, a full discussion of each objective/activity, what you did, and how each objective/activity fulfills your competencies.

## **FAQs about the Practice Experience**

### **Who is responsible for selecting the Internship/practice experience?**

You are the main person responsible for researching, planning, and selecting a suitable placement site for your internship. However, your faculty advisor and the Internship Coordinator must be involved in this process. It is best to plan a few different potential sites, then arrange a meeting with your advisor and the Internship Coordinator to discuss.

### **What type of site should I choose?**

Internship and practice sites should be chosen very carefully to meet your career goals; it is wise to select an internship or practice experience that is similar to the type of employment in which you are interested. It is also wise to complete an internship in the community where employment will be sought, because the internship will provide networking contacts that often lead to employment.

See below about information on the planning process of your internship.

**Who is my preceptor?**

When choosing your site, it is important to keep in mind that the preceptor (a supervisor who is responsible for overseeing your activities and work during your internship) *must have an appropriate graduate degree and/or significant experience in their job.*

**Will I be paid?**

You and your preceptor may negotiate that some form of payment be made. Compensation can take many forms, including salary, stipend, or payment of tuition. Some form of compensation is desirable, not only to help the student feel some ownership in the site, but to help him or her cope with the financial demands of tuition and expenses. *However, many internship experiences are not compensated.*

**When Should I Begin Planning the Internship Experience?**

As early as possible. You should consider a few different internship options, and then consult your advisor and the Internship Coordinator to discuss ideas. You must fill-out the appropriate paperwork to ensure that you, your advisor, and your preceptor are aware of obligations and responsibilities that the internship entails.

**What kind of experience should I consider?**

You should be able to apply the knowledge of your core and specialized competencies during your internship. Opportunities encompassing these criteria can be found at a variety of agencies and organizations. Networking with professionals in the area of your interest can also provide opportunities for internships.

**What if I already have a full-time job? Can I do my practice experience where I work?**

If you already have a regular place of employment, your experience must extend beyond your daily work duties in order to allow application of knowledge and skills being learned.

**What if my internship extends beyond a semester?**

You can take 3 hours each semester for two semesters or 6 hours in one semester.

**Note:** While serving in an internship position, students should behave as an employee: conform to usual dress standards; be prompt and on time for expected business hours; be willing to accept all reasonable work assignments; try to complete specific projects, leading to a finished product. While this experience is a learning opportunity for students, it is intended that students make a tangible contribution to the agency where they serve.

# APPENDICES

**Appendix A**

**Master of Science in Environmental and Occupational Health Science  
Site Work Agreement and Contact Information**

Student: \_\_\_\_\_

Preceptor: \_\_\_\_\_

Site: \_\_\_\_\_

List major projects to be performed (as agreed to by Preceptor):

Clearly identify the main learning objectives of the experience:

List other duties and responsibilities:

This statement of responsibilities is acceptable to us (signatures required):

\_\_\_\_\_  
Student

\_\_\_\_\_  
Preceptor

\_\_\_\_\_  
Advisor

\_\_\_\_\_  
Internship Coordinator

\_\_\_\_\_  
Date

**Appendix B**

**Internship Placement Information Sheet**

*Fill out this form and return it to the Internship Advisor.*

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

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

Home Phone Number: \_\_\_\_\_

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

Internship Site: \_\_\_\_\_

Preceptor Name: \_\_\_\_\_

Preceptor Email and Phone Number: \_\_\_\_\_

Internship Site Address: \_\_\_\_\_

Phone Number at Internship Site: \_\_\_\_\_

Internship Start Date: \_\_\_\_\_

Internship End Date: \_\_\_\_\_



**Appendix C**

**Internship/Project Completion Form**

(Student fills in this form)

Student Name: \_\_\_\_\_ Internship Site: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title of Internship/Project:

Description and Purpose of Internship/Project:

Objectives Achieved:

Acquired Benefit (i.e., what did you learn?):

Supervisor Approval: \_\_\_\_\_  
(Supervisor's Signature)

## Appendix D

### Student Evaluation Form

Student Name: \_\_\_\_\_ Internship Site: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_ Dates of Internship: \_\_\_\_\_

The following evaluation is based on a five point scale. Please circle the number you believe most accurately portrays the student's performance or behavior. Space for additional observations or comments is provided at the end of the evaluation.

The student arrives to the site when expected.

Almost Never				Almost Always
1	2	3	4	5

When changes in the student's schedule occur, the student informs all affected by the change.

Almost Never				Almost Always
1	2	3	4	5

The student can be expected to conduct his or her activities without constant supervision.

Almost Never				Almost Always
1	2	3	4	5

The student fosters comfortable and communicative atmosphere with others.

Almost Never				Almost Always
1	2	3	4	5

Student prepares required reports and written assignments that are focused and free from errors.

Almost Never				Almost Always
1	2	3	4	5

Student prepares required reports and written assignments on time.

Almost Never				Almost Always
1	2	3	4	5

The student conforms to the organization dress code as appropriate for the activities of the day.

Almost Never				Almost Always
1	2	3	4	5

The student preserves the confidentiality and shows proper respect for personal privacy of others.

Almost Never				Almost Always
1	2	3	4	5

When dealing with others, the student is polite and considerate in speech and manner.

Almost Never				Almost Always
1	2	3	4	5

The student maintains a clean and orderly work area.

Almost				Almost
--------	--	--	--	--------

Never				Always
1	2	3	4	5

The student reads directions thoroughly or listens to directions carefully.

Almost Never				Almost Always
1	2	3	4	5

The student concentrates on work assignments until their completion and disregards outside distractions.

Almost Never				Almost Always
1	2	3	4	5

Student utilizes available time with independent study.

Almost Never				Almost Always
1	2	3	4	5

Student asks questions which indicate an interest in deeper or broader aspects of administration.

Almost Never				Almost Always
1	2	3	4	5

When confronted with a complex problem (or project), the student is able to coordinate several activities, ideas, and thoughts.

Almost Never				Almost Always
1	2	3	4	5

The student shows the ability to organize assignments effectively and efficiently.

Almost Never				Almost Always
1	2	3	4	5

The student gives thought to and makes inquiries about the feasibility of a new or different course of action.

Almost Never				Almost Always
1	2	3	4	5

The student tries, despite difficulties, to accomplish assignments or planned activities. For example: willingness to stay beyond normal hours to complete work.

Almost Never				Almost Always
1	2	3	4	5

In interacting with employees, visitors, customers, etc., the student demonstrates an awareness of the organizational or departmental procedures.

Almost Never				Almost Always
1	2	3	4	5

Overall, how would you rate the student's performance on the internship project required of them during the internship experience?

Ineffective				Very Effective
1	2	3	4	5

Do you believe the project was a valuable learning experience for the student?

Strongly				Strongly Agree
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**Appendix F**

**INTERNSHIP ACTIVITY LOG**

Student: \_\_\_\_\_ for the dates of: \_\_\_\_\_

<b>Day of Week</b>	<b>Activities or assignments</b>	<b>Total Hours</b>
<b>Monday</b>		
<b>Tuesday</b>		
<b>Wednesday</b>		
<b>Thursday</b>		
<b>Friday</b>		
<b>Other</b>		

COMMENTS:

## Appendix H

Name \_\_\_\_\_

### Self Assessment of EOHS Competencies

Date: \_\_\_\_\_

Competency Area: <b>ASSESSMENT</b>		Assessment				Documenting Activity/Content		
	Competency	Fully met	Partially met	Not met	Not sure	Yes	No	How measured
<b>A. 1.</b>	<p><b>Information Gathering:</b> The capacity to identify sources and compile relevant and appropriate information when needed, and the knowledge of where to go to obtain information</p>							
	<p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• Literature search in response to a request for information</li> <li>• Consult with experts in the field</li> <li>• Identify, locate and use appropriate reference material (statistics, regulations, journals, reference books)</li> </ul>							
<b>A. 2.</b>	<p><b>Data Analysis and Interpretation:</b> the capacity to analyze data, recognize meaningful test results, interpret results, and present the results in an appropriate way to different types of audiences.</p>							
	<p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• Read and summarize technical papers, understand tabular and graphical presentations of data and translate them for a nontechnical audience</li> <li>• Analyze data generated internally using simple statistics (e.g., percentages, averages, medians)</li> <li>• Understand how statistical surveys are performed and what results mean</li> <li>• Communicate results to a variety of audiences, using appropriate media</li> </ul>							
<b>A.3</b>	<p><b>Evaluation:</b> The capacity to evaluate the effectiveness or performance of procedures, interventions, and programs.</p>							
	<p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• Evaluate the agency's procedures against a given set of standards, such as state requirements</li> <li>• Evaluate the results of particular interventions, such as providing information to a group of restaurant managers to resolve food service problems and determine what improvements have been made after a specified time</li> </ul>							

	<ul style="list-style-type: none"> <li>Evaluate the overall environmental health program in which the practitioner is working, in terms of inputs (such as number of inspections, number of hotline calls processed) or outcomes (real-world results, progress).</li> </ul>							
	<b>Total for each column</b>							
<b>Competency Area: MANAGEMENT</b>		<b>Assessment</b>				<b>Documenting Activity/Content</b>		
	<b>Competency</b>	<b>Fully met</b>	<b>Partially met</b>	<b>Not met</b>	<b>Not sure</b>	<b>Yes</b>	<b>No</b>	<b>How measured</b>
<b>B. 1.</b>	<p><b><i>Problem Solving:</i></b> The capacity to develop insight into and appropriate solutions to environmental health problems.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>Determine the nature of a problem in broader context by asking appropriate questions and reviewing documentation</li> <li>Clearly articulate problem</li> <li>Take appropriate measures to resolve the problem and/or present a range of solutions</li> <li>Collaborate in decision-making process</li> </ul>							
<b>B. 2.</b>	<p><b><i>Economic and Political Issues:</i></b> The capacity to understand and appropriately use information about the economic and political implications of decisions.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>Understand and maintain awareness of basic economic issues</li> <li>Understand local history and community demographics, cultural and political issues and sensitivities</li> <li>Enforce regulations equitably and consistently with an awareness of the political realities of the work</li> <li>Develop and present options and recommendations that demonstrate an understanding of economic and political conditions</li> <li>Understand the economic and political underpinnings and implications of broader agency priorities/decisions.</li> </ul>							
<b>B. 3.</b>	<p><b><i>Organizational Knowledge and Behavior:</i></b> The capacity to function effectively within the culture of the organization and to be an effective team player.</p>							



	<p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• Understand the formal legislative/administrative system within which the agency operates.</li> <li>• Be aware of internal agency functions, priorities and dynamics</li> <li>• Identify and recognize how agendas are set and pursued and how they affect public health</li> <li>• Inform supervisor and other appropriate persons about political issues as they arise.</li> </ul>							
<p><b>B. 4. <i>Project Management:</i></b> The capacity to plan, implement, and maintain fiscally responsible programs and projects using skills and prioritize projects across the employee's entire workload.</p>								
	<p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• Formulate goals and objectives. Understand what's necessary to get things done, internally and externally</li> <li>• Design action steps using a variety of resources</li> <li>• Establish appropriate timelines and deadlines</li> <li>• Balance the workload when involved in multiple projects</li> <li>• Measure outcomes for the program</li> <li>• Understand and work effectively with the constraints of fiscal realities</li> <li>• Manage programs within budgetary constraints</li> <li>• Prioritize budget decisions</li> <li>• Monitor expenditures and revenues</li> <li>• Recognize and pursue opportunities for external funding</li> <li>• Understand the agency's finance system, including purchase requisitions, purchase orders, unencumbered funds, etc.</li> </ul>							
<p><b>B. 5. <i>Computer/Information Technology:</i></b> The capacity to use information technology as needed to produce work products</p>								
	<p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• Use software available within the agency to perform research, record keeping, communication, data analysis, and interpretation and reporting tasks</li> <li>• Use Web-based applications such as searching and retrieving information.</li> </ul>							
<p><b>B. 6. <i>Reporting, Documentation, and Record-Keeping:</i></b> The capacity to produce reports to document actions, keep records, and inform appropriate parties</p>								

	<p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• Generate an inspection report</li> <li>• Produce a periodic (e.g., quarterly) activity report</li> <li>• Generate a progress report for a grant</li> <li>• Maintain organized, accurate and up-to-date files and records</li> <li>• Prepare evidence for court cases</li> </ul>						
<p><b>B. 7. Collaboration:</b></p>	<p>The capacity to form partnerships and alliances with other individuals and organizations to enhance performance on the job</p>						
	<p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• Identify key persons in organizations, community and media. Networks can be internal to the agency, community-wide or within the government's public health/environmental protection system.</li> <li>• Cultivate effective links and partnerships by using communications skills; maintaining regular/periodic contact; participating in practitioner organizations; and providing reciprocal help, service and support.</li> </ul>						
	<p><b>Total for each column</b></p>						

Competency Area: <b>COMMUNICATION</b>		Assessment				Documenting Activity/Content		
	Competency	Fully met	Partially met	Not met	Not sure	Yes	No	How measured
C. 1.	<b>Educate:</b> The capacity to use the environmental health practitioner's front-line role to effectively educate the public on environmental health issues and the public health rationale for recommendations.							
	<i>Examples:</i> <ul style="list-style-type: none"> <li>Identify "teaching moments" as part of regulatory function and opportunities to share "lessons learned."</li> <li>Provide accurate information and demonstrate desired action. Present information in a culturally appropriate manner.</li> <li>Recognize the dynamic state of knowledge and information in the field, stay abreast of, and appropriately use new information.</li> <li>Emphasize prevention, for example, in explaining to homeowners and grounds managers how to minimize use of pesticides and fertilizers</li> <li>Seek continual learning, educational, and mentoring opportunities.</li> </ul>							
C. 2.	<b>Communicate:</b> The capacity to effectively communicate risk and exchange information							
	<i>Examples:</i> <ul style="list-style-type: none"> <li>Handle all forms of communication promptly, politely and professionally (includes letter and email correspondence, phone calls, site visits, group discussions, meetings and presentations</li> <li>Explain complicated issues and procedures simply and accurately. Identify the target audience and deliver the message appropriately</li> <li>Handle interactions with the public and media using tactful, objective, non-confrontational, culturally sensitive language</li> <li>Seek opportunities for public speaking to broaden the audience on environmental health issues (e.g., making speeches to school groups on food safety or to swimming pool and apartment building owners, conducting food handler training and giving presentations to the Chamber of Commerce</li> </ul>							

<b>C. 3. Conflict Resolution:</b> The capacity to facilitate resolution of conflicts within the agency, in the community, and with regulated parties							
<i>Examples:</i> <ul style="list-style-type: none"> <li>• Know when conflict resolution can be used and when it cannot, either because of a lack of authority or because of the intractable nature of the conflict</li> <li>• Use effective listening skills</li> <li>• Exhibit respect for diversity</li> <li>• Understand the history and context of the conflict</li> <li>• Identify the nucleus of problem, separate from symptoms</li> <li>• Find common ground and areas of agreement (as well as nonnegotiable areas).</li> <li>• Determine the willingness of the parties involved to negotiate and promote that willingness</li> <li>• Obtain the necessary resources to resolve conflict</li> </ul>							
<b>C. 4. Marketing:</b> The capacity to articulate basic concepts of environmental health and public health and convey an understanding of their value and importance to clients and the public.							
<i>Examples:</i> <ul style="list-style-type: none"> <li>• Articulate the goals, purposes, problems, and needs of environmental health</li> <li>• Provide solutions to environmental health problems that obtain support from clients and increase their understanding of environmental health issues and concerns</li> <li>• Explain the rationale for environmental health regulatory requirements and the value produced by a healthy environment (e.g., less disease, lower health care costs).</li> </ul>							
<b>Total for each column</b>							

