

Guidelines for a Successful Internship

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UF | DEPARTMENT OF HEALTH EDUCATION AND BEHAVIOR

Objectives

Participants will identify requirements for students to participate in an internship.

Participants will identify guidelines for supervisors to participate in an internship.

Participants will discuss strategies for evaluating intern progress and supervisor effectiveness during the internship.

Participants will identify common types of internship conflict and list ways to appropriately handle the conflict.



Benefits of Internship

“From a career development perspective, internships provide unique opportunities to develop professional networks, practice competencies learned in the classroom, gain experience in different environments, and share lessons learned with others in our field.” (Hernandez et al., 2014, p.96)

- Develop professional networks
- Practice competencies learned in the classroom
- Gain experience in different environments
- Share lessons learned with others in their field

HEB Internship Purpose

Provide practical, hands-on experience for students in the field of health education.

Allow interns the opportunity to apply their knowledge and skills from the classroom to the workplace.

Engage students in on-site work experience that assists them in developing entry-level job skills, while increasing their knowledge about the operation of health education organizations.

Develop professional networks.

Intern Clearance

ACADEMIC

- UF/UD GPA of 2.0 or higher
- HSC coursework GPA of 2.8 or higher
- All coursework requirements successfully completed
 - Senior; Final Semester of Undergraduate Program

PAPERWORK

BLS Provider or Adult, Child/Infant CPR, AED and First Aid
Professional Liability Insurance (1 million / 3 million)
Approved Internship Application
Site-specific requirements



B.S. in Health Education (2017)

Specialization: Community Health Promotion

* Suggested Schedule *

Freshman (1HH)

Universal Tracking (UT) courses are bolded (must complete before Semester 5)

Prerequisite courses are italicized (must complete before Semester 5)

Minimum 2.0 UF GPA required / Minimum 2.5 Universal Tracking GPA required / Minimum 2.0 Prerequisite GPA required

SEMESTER 1 - FALL

PSY2012	General Psychology (State Core GE-S)	3
MAC1105	College Algebra (or higher MAC) (GE-M)	3
IUF1000	What is the Good Life? (GE-H)	3
	Composition & 6000 words (State Core GE-C, WR-6)	3
	Elective (GE-N recommended)	3
TOTAL		15

SEMESTER 2 - SPRING

BSC2005/BSC2005L	Biological Sciences and Lab (State Core GE-B)	4
STA2023	Intro to Statistics (GR-M)	3
SYG2000	Princ of Socio or SYG2010 Soc Prob (GE-S)	3
	Composition & 6000 words (GE-C, WR-6)	3
	Humanities (State Core GE-H)	3
TOTAL		16

Sophomore (2HH)

Universal Tracking (UT) courses are bolded (must complete before Semester 5)

Prerequisite courses are italicized (must complete before Semester 5)

Minimum 2.0 UF GPA required / Minimum 2.5 Universal Tracking GPA required / Minimum 2.0 Prerequisite GPA required

SEMESTER 3 - FALL

APK2100c	Human Anatomy with Lab (GE-B)	4
AEC3030c	Effective Oral Comm or SPC2608 Pub Speak	3
	6000 words (WR-6)	3
	Electives	5
TOTAL		15

SEMESTER 4 - SPRING

APK2105c	Human Phys with Lab (GE-B)	4
HUN2201	Fund of Human Nutrition (GE-B)	3
	Diversity & 6000 words (GE-D, WR-6)	3
	Electives	4
TOTAL		14

Junior (3HH)

Minimum 2.0 UF GPA required / Minimum 2.0 Upper Division GPA required / Minimum 2.8 HSC Coursework GPA required

SEMESTER 5 - FALL

HSC3032	Foundations of Health Education	3
HSC3102	Personal & Family Health (GE-S)	3
Dept HSC specialization course		3
Dept HSC specialization course		3
Elective (3000-4000 level)		3
TOTAL		15

SEMESTER 6 - SPRING

HSC4713	Plan and Eval Health Education Programs	3
HSC3201	Community and Environmental Health	3
Dept HSC specialization course		3
Dept HSC specialization course		3
Elective (3000-4000 level)		3
TOTAL		15

Senior (4HH)

Minimum 2.0 UF GPA required / Minimum 2.0 Upper Division GPA required / Minimum 2.8 HSC Coursework GPA required

SEMESTER 7 - FALL

HSC4302	Methods & Materials in Health Ed	3
HSC4800	Health Ed Professional Development	3
Dept HSC specialization course		3
Dept HSC specialization course		3
Elective (3000-4000 level)		3
TOTAL		15

SEMESTER 8 - SPRING

HSC4876	Internship in Health Education	15
Minimum 2.0 upper division and 2.0 overall GPA required; minimum 2.8 HSC coursework GPA required.		
No additional coursework permitted with HSC4876.		
TOTAL		15

Note: Suggested schedule assumes no incoming credit & does not account for UF's summer enrollment policy.

B.S. in Health Education (2017)

Specialization: Health Studies

* Suggested Schedule *

Freshman (1HH)

Universal Tracking (UT) courses are bolded (must complete before Semester 5)

Prerequisite courses are italicized (must complete before Semester 5)

Minimum 2.0 UF GPA required / Minimum 2.8 Universal Tracking GPA required / Minimum 2.0 Prerequisite GPA required

SEMESTER 1 - FALL

CHM2045	General Chemistry 1 (State Core GE-P)	3
CHM2045L	General Chemistry 1 Lab (State Core GE-P)	1
MAC1140	Precalc Algebra (or higher MAC) (State Core GE-M)	3
IUF1000	What is the Good Life? (GE-H)	3
SYG2000	Princ of Sociology or SYG2010 Social Prob (GE-S)	3
	Composition (State Core GE-C, WR-6)	3
TOTAL		16

SEMESTER 2 - SPRING

STA2023	Intro to Statistics (GE-M)	3
PSY2012	General Psychology (State Core GE-S)	3
AEC3030c	Effective Comm or SPC2608 Pub Speak	3
	Composition/6000words (State Core GE-C, GR-W)	3
	Elective (CHM2046 & Lab recommended)	3
TOTAL		15

Sophomore (2HH)

Universal Tracking (UT) courses are bolded (must complete before Semester 5)

Prerequisite courses are italicized (must complete before Semester 5)

Minimum 2.0 UF GPA required / Minimum 2.8 Universal Tracking GPA required / Minimum 2.0 Prerequisite GPA required

SEMESTER 3 - FALL

APK2100c	Human Anatomy with Lab (GE-B)	4
BSC2010	Integrated Principles of Biology 1 (GE-B)	3
BSC2010L	Integrated Principles of Biology 1 Lab (GE-B)	1
	International & 6000 words (GE-I, WR-6)	3
	Humanities (State Core GE-H)	3
TOTAL		14

SEMESTER 4 - SPRING

APK2105c	Human Phys with Lab (GE-B)	4
HUN2201	Fund of Human Nutrition (GE-B)	3
	Diversity & 6000 words (GE-D, WR-6)	3
	Elective (BSC2011/BSC2011L and/or CHM2210 recommended)	5
TOTAL		15

Junior (3HH)

Minimum 2.0 UF GPA required / Minimum 2.0 Upper Division GPA required / Minimum 2.8 HSC Coursework GPA required

SEMESTER 5 - FALL

HSC3032	Foundations of Health Education	3
HSC3537	Health and Medical Terminology	3
HSC3102	Personal & Family Health (GE-S)	3
Dept HSC specialization course		3
Elective (PHY2053 & Lab and/or MCB 3020 & Lab)		3
TOTAL		15

SEMESTER 6 - SPRING

HSC4713	Plan and Eval Health Education Programs	3
HSC4233	Patient Health Education	3
Dept HSC specialization course		3
Elective (PHY2054 & Lab and/or upper level psychology)		6
TOTAL		15

Senior (4HH)

Minimum 2.0 UF GPA required / Minimum 2.0 Upper Division GPA required / Minimum 2.8 HSC Coursework GPA required

SEMESTER 7 - FALL

HSC4302	Methods & Materials in Health Ed	3
HSC4800	Health Ed Professional Development	3
Dept HSC specialization course		3
Dept HSC specialization course		3
Elective (Genetics and/or science course recommended)		3
TOTAL		15

SEMESTER 8 - SPRING

HSC4876	Internship in Health Education	6 or 15
Students must register for the fulltime internship (15c) or part-time internship (6c). If the part-time internship option is selected the student may concurrently register for up to 9 credits of electives or pre-health requisites.		
TOTAL		15

* Suggested schedule assumes no incoming credit & does not account for UF's summer enrollment policy.

** Suggested science courses may not be required for your career goal.



Internship Search Process

KEY QUESTIONS...

Questions to ask before the search begins...

What are my short- and long-term career goals after graduation?

Where (geographically) do I want to intern?

What is my financial situation?

What health topics interest me the most?

What population group would I most like to work with?

What setting do I see myself in?

HEB Internship Settings

Community

- Urban; rural

Government

- CDC; Health Departments

Clinical-setting

- Clinic; hospital; rehabilitation center

Student-oriented health setting

- College health; K-12 health and/or afterschool programs

Worksite

- Large corporation; smaller business; mobile health promotion

International health

- WHO; remote locations (mission work)

Internship Supervisor Guidelines

Required

- Primary job duties are health education/public health job duties
- Holds a Bachelors degree, minimally
- Experience supervising/leading/mentoring
- Vested interest in serving as a mentor
- Good availability and excellent communication skills

Highly Recommended

- Health Education/Public Health degree(s)
- Experience supervising health education/public health students
- Master's degree and/or 3-5 years field experience

Intern Duties



The Health Education Internship **must align** with the Responsibilities and Competencies identified for Entry-Level Health Education Specialists (NCHEC, 2015)

- Area I: Assess Needs, Resources, and Capacity for Health Education/Promotion
- Area II: Plan Health Education/Promotion
- Area III: Implement Health Education/Promotion
- Area IV: Conduct Evaluation and Research Related to Health Education/Promotion
- Area V: Administer and Manage Health Education/Promotion
- Area VI: Serve as a Health Education/Promotion Resource Person
- Area VII: Communicate, Promote, and Advocate for Health, Health Education/Promotion, and the Profession



During the Internship

Expectations during the Internship

Expectations during the Internship

Assignment	Points	Grading Scale		
Verification of Placement	40	A	372-400	93% - 100%
Bi-weekly Reports	120	A-	360-371	90% - 92.99%
Internship Experience Survey	40	B+	352-359	88% - 89.99%
Midterm Evaluation	100	B	332-351	83% - 87.99%
Final Evaluation	100	B-	320-331	80% - 82.99%
Total	400	C+	312-319	78% - 79.99%
		C	292-311	73% - 77.99%
		C-	280-291	70% - 72.99%
		D+	272-279	68% - 69.99%
		D	252-271	63% - 67.99%
		D-	240-251	60% - 62.99%
		E	0-239	≤ 59.99%

INTERNSHIP AGREEMENTS

The Student (Intern) Agrees to:

- ⇒ Conduct him/herself as a professional; and, dress appropriately. Uphold University of Florida Student Conduct Code.
- ⇒ Consider him/herself as an integral part of the agency and follow the rules and regulations of the agency.
- ⇒ Prepare thoroughly for and conscientiously conduct each task related to the internship.
- ⇒ Consult with the agency supervisor on a regular basis and in any situation in which he/she is unsure of the appropriate measures to be taken.
- ⇒ Complete and submit all assignments to the University Internship Coordinator by the given deadline.
- ⇒ Contact the University Internship Coordinator if a problem should arise that is not satisfactorily resolved.
- ⇒ Read and adhere to all policies and procedures contained in the HSC4876 syllabus. Register for HSC4876 using the section number provided to you by the University Internship Coordinator.
- ⇒ Make sure that your internship site has all of the materials that they require of you (i.e., proof of vaccinations, certifications) to begin experience.
- ⇒ Become familiar with all HEB required forms and the due dates, as indicated on the internship website. Make sure that your site supervisor is also aware of these forms and their due dates.
- ⇒ Arrange advance meetings with your site supervisor to complete and discuss all forms.
- ⇒ Regard your relationship with your site supervisor in the same manner as your relationship with university faculty. Expect your site supervisor to guide, correct, and advise you on a regular basis.
- ⇒ Demonstrate personal characteristics appropriate for a professional (including, but not limited to) voice, speech, reliability, manner, confidence, enthusiasm, and rapport with others.
- ⇒ It is the responsibility of the intern to review and abide by specific guidelines/policies in place the selected internship site.
- ⇒ Assume the responsibilities and obligations of the other professional employees. (Some limitations of responsibilities will be necessary because of your limited experience and technical authority.) Follow the same calendar and daily schedule required of staff.
- ⇒ Sign in and out if required. Be punctual. Work the entire number of hours at the times agreed upon by you and your site supervisor. Notify your supervisor if you are unable to attend as planned and follow appropriate agency procedures (see Attendance section).
- ⇒ Respect the confidentiality of the workplace, its clients and its workers.
- ⇒ Discuss your performance of assigned duties with the site supervisor on a regular basis. Evaluate yourself on the strong and weak parts of your performance. Take the initiative to ask the site supervisor for feedback concerning your performance.
- ⇒ Be positive and enthusiastic about the internship. Offer to assist in all organizational activities.
- ⇒ Should patients, clients, and/or subjects request additional attention, clear such requests with the site supervisor.

INTERNSHIP AGREEMENTS

The Agency Supervisor Agrees to:

- ⇒ Familiarize him/herself with the materials provided by the university before the start of the internship.
- ⇒ Provide on-site experience through the Agency which is pertinent and meaningful for students enrolled in the Health Education & Behavior Department at the University of Florida, and that includes job duties aligned with the responsibilities and competencies of health educators.
- ⇒ Ensure that 85%, minimally, of an intern's work day consists of job duties aligned with the responsibilities and competencies of health educators. No more than 15% of an intern's work day may consist of job duties outside of the responsibilities and competencies of health educators.
- ⇒ Provide the intern with a complete orientation to the site including an overview of the organizational structure, operations, and facilities along with a detailed explanation of all policies and procedures. Inform the student of any known risk or safety issues surrounding his or her work environment or duties.
- ⇒ Keep the Department informed regarding the level of education each student receives, as well as the student's level of performance and to notify and consult with the Department in the event that the student fails to make satisfactory progress.
- ⇒ Make sure the intern clearly understands all responsibilities and expectations.
- ⇒ Provide a planned instructional program that reflects sound learning experiences for the intern. Share with the intern the on-going program plan.
- ⇒ Conduct frequent evaluative sessions with the intern based on regular observation. Discuss and review all reports and evaluations with the intern. Offer suggestions for improvement.
- ⇒ Communicate progress of the intern with the University Internship Coordinator (Bi-Weekly Comments Sheets; Midterm Evaluation; Final Evaluation).
- ⇒ Maintain regular communication with the University Internship Coordinator including when help is needed or a problem arises that requires a solution.
- ⇒ Inform the University Internship Coordinator of an intern's lack of attendance, punctuality, or any problems that occur.
- ⇒ Sign all forms which require your signature, and submit by the published due dates.

INTERNSHIP AGREEMENTS

The Department of Health Education and Behavior at the University of Florida Agrees to:

- ⇒ Recommend for placement only those students who have earned a satisfactory record and have met the minimum requirements established by the Department.
- ⇒ Provide the agency with pertinent internship information including, but not limited to, course outline, student preparation information, and evaluation forms prior to the start of the internship.
- ⇒ Have representatives of the Department available to the Agency for assistance and consultation as the need arises (University Internship Coordinator).

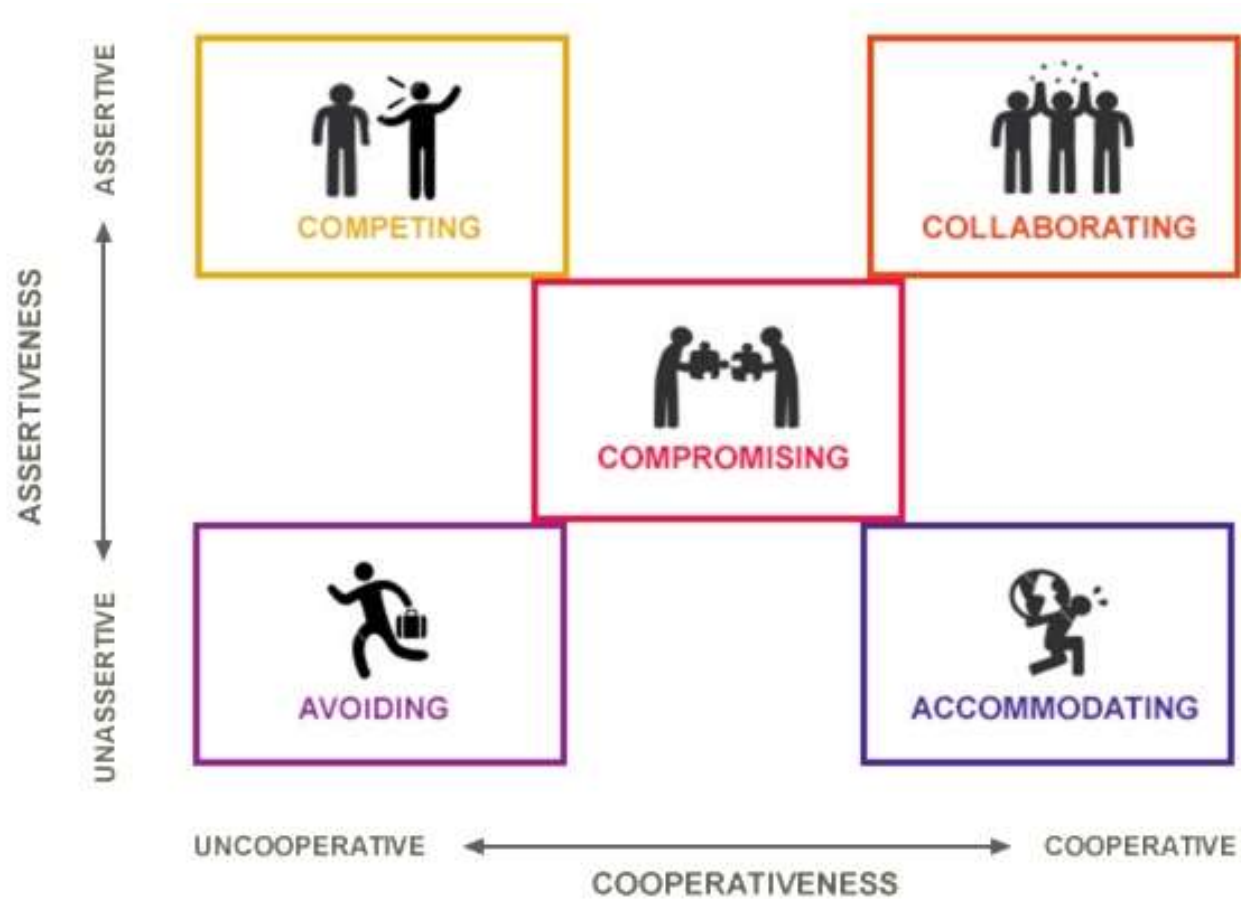
This Agreement May Be Terminated During the Experience for the Following Reasons:

- ⇒ For any illness or other unexpected events that would necessitate the student's absence for a time which is detrimental to the internship experience.
- ⇒ For any illness or other unexpected events that would necessitate the supervisor's absence for a time which is detrimental to the internship experience.
- ⇒ For any action by the Agency that is detrimental to the student or the Department.
- ⇒ For any action by the student or the Department that is detrimental to the Agency.

Managing Conflict during the Internship

EVERY INTERN'S (AND SUPERVISOR'S) GREATEST FEAR!

Conflict Management Style



Conflict Resolution

HEALTHY CONFLICT RESOLUTION

The capacity to recognize and respond to important matters.

A readiness to forgive and forget.

The ability to seek compromise and avoid punishing.

A belief that resolution can support the interests and needs of both parties.

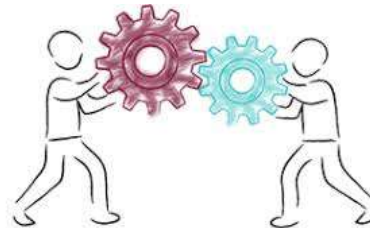
UNHEALTHY CONFLICT RESOLUTION

An inability to recognize and respond to matters of great importance to the other person.

Explosive, angry, hurtful, and resentful reactions.

The expectation of bad outcomes.

The fear and avoidance of conflict.



Dos	Don'ts
<i>Do</i> resolve a conflict as quickly as possible and at lowest organizational level	<i>Don't</i> allow a small conflict to grow over time.
<i>Do</i> utilize the appropriate conflict-management style	<i>Don't</i> demonstrate aggressive behavior when standing up for your rights
<i>Do</i> know your rights regarding sexual harassment and discrimination issues	<i>Don't</i> utilize offensive languages or hostile behavior
<i>Do</i> document any activity that you feel may escalate into potential problems	<i>Don't</i> retaliate when a workplace bully behaves inappropriately
<i>Do</i> agree to disagree when a conflict cannot be resolved	<i>Don't</i> hold grudges or behave in an immature manner

Building Positive Workplace Relationships

Be friendly and encouraging to co-workers

Be responsible and considerate

Be reminded that people are unique and focus on positive qualities

Be an effective communicator; avoid office gossip



Conflict during the Internship

Document problems or concerns as they arise

- Email; use bi-weekly reports; personal notes.

If unsuccessful resolving conflict on own, call or email Dr. Moses.

If you're not confident in your ability to resolve conflict, call or email Dr. Moses.

- Be prepared to provide specific information about your situation; stick to the facts; desired change.

Conflict during the Internship

1.

- Resolve conflict directly with co-worker/supervisor

2.

- Contact immediate supervisor and/or Dr. Moses

3.

- Contact Dr. Moses and/or Undergraduate Coordinator and/or Department Chair

Termination of Internship

NEXT STEPS ARE DETERMINED ON A CASE BY CASE BASIS...

Termination of Internship

Examples of Termination with Penalty

- Excessively late and/or excessive absences
- Working under the influence of drugs/alcohol
- Neglect of duties or misconduct
- Unprofessional behaviors, attitudes, dress
- Harassment (sexual, discriminatory, etc.)
- Fired from internship site

Termination of Internship

Examples of Termination without Penalty

- Harassed by supervisor, staff, and patients/clients (sexual or discriminatory)
- Unprofessional behaviors and attitudes exhibited by supervisor, staff, and patients/clients
- Unforeseen long-term absence of appropriate supervision by supervisor
- Agency unable to provide appropriate learning experiences
- Personal emergency

There is ALWAYS something to be learned

What you receive from the intern experience is in direct proportion to what you put in to the intern experience. Seek out opportunities and network.

“A wise person knows that there is something to be learned from everyone.”

Comments from HEB Interns:

“I had another great two weeks of internship. I am truly enjoying my internship experience. I am gaining valuable knowledge and experience. I believe that Florida Hospital Heartland Medical Center views me as an asset. There has been discussion about trying to find a way to bring me on board or at least budget for me to join them Summer 2020. It feels so rewarding to work in an environment and a field where health is about prevention, lifestyle change and impacting the community in a positive tangible way. Florida Hospital and myself both see the future of health care in health promotion, health education and prevention. We share the goal of extending the quality of life not only the quantity of life. “

“This has seriously been the best experience of my undergraduate degree. I can definitely see myself doing this for the rest of my life. Working with patients, developing relationships, making connections, seeing improvements and smiles, fighting the patients' urges to quit an exercise early or get lazy, teaching patients the techniques to help them improve.... I could go on and on about how much fun it is. It is seriously impossible to wipe this smile off of my face.”

“Classes are important to learn all of the material that is going to be applicable to a student's profession, however internships are able to give real world experience that a classroom cannot give. Being hands on in the community has given me the opportunity to gain actual work experience. I have been able to network with people around the community and have gained new connections and learned how to communicate on a professional level. I am very happy with how this internship has shaped my career by helping me improve on the skills that I was taught in class.”

References

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Thank you!