



UNIVERSITY  
OF THE PEOPLE  
The Education Revolution



# HANDBOOK

for

Health Science Internship

[HS 3993, HS 3994 and/or HS 3995]

Bachelor of Science Program

University of the People

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## Introduction

All University of the People students majoring in Health Science at the Bachelor's degree level are required to complete a formal, graded internship experience. It occurs near the end of their studies, generally sometime in the senior year.

Students can complete the internship on a full-time or a part-time basis. Those who can spend a minimum of 30 hours per week on their internship experience are considered to be full-time and can complete it in one term (HS 3995). Those who cannot devote 30 hours per week to the internship experience can choose to do it a) over two terms, spending an average of 15 hours per week in the internship experience (HS 3994 in term one & HS 3995 in term two), or b) over three terms, spending an average of 10 hours per week in the internship experience (HS 3993 in term one, HS 3994 in term two, and HS 3995 in term three). Six semester credit hours are awarded at the end of course HS 3995 for successful completion of all internship and course-related requirements.

The purpose of this Handbook is to help students understand the requirements associated with doing an internship and to provide guidance on navigating the steps along the way. Information is provided on the purposes for the internship, along with hints for identifying a site. The Handbook includes instructions for obtaining approval for a placement, provides information on associated academic responsibilities, and outlines the basis for grades.

It is the student's responsibility to do the following:

1. secure the placement,
2. remain up-to-date on all paperwork requirements, and
3. complete all course deliverables according to established due dates.

This Handbook can be a useful tool for ensuring that all requirements are completed in a timely manner.

Students are advised to begin thinking about possible internship sites as soon as they start their studies, even though they do not submit the formal internship application until they have completed 80 semester credit hours in the program. As students progress through the coursework and encounter organizations and individuals in their communities engaged in work of this nature, they should be assessing their potential as possible internship settings. Students who create an inventory of these organizations as they encounter them will be better-prepared when it is time to identify an actual internship site. Including information in one's inventory on such things as organizational status (governmental, non-profit, for-

profit), the type of populations being served (age, gender, economic status, race/ethnicity), programmatic focus (tropical diseases, cancer, inoculations, clean water, medication support, etc.), location, etc., will make the inventory even more useful. When the time comes to identify a site, students would then consider this information in terms of one's personal interests, career goals, and constraints (e.g., family, time, work, distance, etc.).

The internship is an unpaid placement, and the student is responsible for all costs associated with it. This includes transportation and housing; any materials and supplies not provided by the site; personal telephone, computer, and internet needs; etc.

## **Purpose for the Internship**

The internship is an essential part of the Health Science student's educational experience. It complements the theoretical, methodological, and practical instruction gained from the coursework, and provides a structured, supervised opportunity to expand that knowledge and practice new skill sets in a real-world setting.

The internship exposes students to the internal operations of an actual Health Science setting and provides a lens on organizational structures and cultures, management systems, decision making structures, policy and operations, resources, programs and services, and target populations. It develops an understanding of the broader field and the interrelatedness of the individuals and organizations that play a role in it.

The student becomes a colleague within the setting and can observe first-hand how professionals design, manage and evaluate solutions to real-world challenges. This hands-on experience requires students to act at all times in a professional manner and assists in the development of desirable employment skills. By motivating students to embrace new ideas and be a force for change, it builds a foundation for transitioning from education to practice, provides information for making decisions about the direction of future studies and/or employment, and fosters a commitment to lifelong learning.

## Prerequisites

To be eligible to begin an internship, a student must:

1. Be in good academic standing (CGPA of 2.00 or above)
2. Be majoring in Health Science
3. Have completed the following items:
  - i. Earned a minimum of 80 semester credit hours in the degree program, including all core courses,
  - ii. Submitted the Proposal for the Internship Experience by the end of week 1 of the term before the beginning of the term in which they intend to start their internship, and
  - iii. Received approval for the proposal by the end of Week 9 of the term before the beginning of the term in which they intend to start their internship.

Students who do the Internship on a part-time basis over two or three terms are eligible to register for one additional UoPeople course in each of the three terms. Those doing it on a full-time basis during one term are not eligible to take additional courses in that term.

## Identifying an Internship Site

Students are responsible for identifying a suitable internship site and for making all necessary arrangements with the site for the internship experience. This includes consideration by internship candidates with disabilities and their prospective site(s) supervisor to evaluate the appropriateness of the site(s) for reasonably providing the accommodations approved by the UoPeople Disability Committee. This should be done sufficiently in advance to enable the student to submit the Proposal for the Internship Experience no later than the end of Week 1 of the term preceding the beginning of the term in which he/she intends to begin the internship experience. This will allow time for the Course Instructor to evaluate the proposal and notify the student of its acceptability. Students will be asked to revise and resubmit when the information contained in the proposal is deemed insufficient or the site is determined to be a poor fit. These issues must be addressed before approval can be granted. Only after the proposal has been formally approved by the Course Instructor will the student be eligible to register for the internship experience.

As noted above, the process of identifying an appropriate internship setting begins early in a student's program. Students should be keeping a list of local Health Science professionals with whom they may have interacted or about whom they have read. They should develop lists of local, county, state, national, and international agencies, associations, organizations, and businesses that have sites in their community, as well as ones that are in other locations if transportation and finances are not an obstacle. They should also talk with family, friends and other personal and professional contacts about possible opportunities.

Students may find it useful to begin the selection process by narrowing their lists to 4 or 5 possibilities. It is also helpful to think about one's professional goals and the types of agencies or organizations in which one would someday like to work. This will help with the winnowing process. Other considerations to keep in mind include:

- The placement must enable the student to participate in activities that are central to the field of Health Science.
- Students should have ample opportunities to apply the knowledge gained through their classroom studies to the practice of Health Science. These might include the planning, implementation and evaluation of health interventions; participation in health education services; involvement in screenings and risk assessments; developing and delivering training; creating brochures, displays, newsletters, etc.; media campaigns; patient education and counseling; research studies; prevalence and other epidemiological studies; developing and evaluating policy alternatives; etc.
- The work of the student should make a valuable contribution to the mission and goals of the placement site. While every role requires some amount of routine clerical work, tasks such as photocopying, stuffing envelopes, running errands, covering phones, etc., should occupy only a small percentage of the student's time. The majority of the work should be on tasks and projects associated with the goals and objectives outlined in the Proposal for the Internship Experience.
- The size of the organization is not important. It is the nature of the experience that the student will have that counts.
- There must be an onsite supervisor who is willing to be a mentor and has the time to commit to doing it.
- The setting must be one to which the student can easily travel and its work schedule must fit with the other demands on his/her time.

- A student's family-owned or operated agency, office, business, service or other enterprise may not serve as an internship site.
- Students may only do the internship experience in an organization in which they are currently employed if the proposed experience involves a significantly different role and a new set of responsibilities that will expand the student's knowledge and skills.
- Some internship sites require a criminal background check, liability insurance, and/or drug screening. Students should be sure to discuss this with all potential internship sites so that they understand any such requirements. Some may provide these services at no cost as part of the internship placement; others may require the student to obtain them on their own and provide documentation of having done so.

Once a student has identified a set of possibilities, s/he should gather the necessary contact information for each one. It is then time to begin the process of talking with them about their willingness to serve as a host for an internship experience.

It is generally the case that the student will complete the part-time internship experience in a single setting. Occasionally, there may be good reasons for the student to change sites when the internship is being done over two or three terms. Approval to complete the internship in multiple sites will depend on the objectives to be achieved and the nature of the activities to be undertaken in each. Students wishing to do their internship in more than one site need to include this information in the Proposal for the Internship Experience so that it can be reviewed and approved prior to beginning any part of the internship.

## **The Onsite Supervisor**

Identification of an onsite supervisor is a critical component of the internship selection process. The onsite supervisor should be functioning in a professional capacity and will ideally have a master's degree in some area of Health Science, although a bachelor's degree and a minimum of 3-5 years of responsible professional experience is also acceptable. They should be willing to serve as a mentor and have the time to do so.

If the placement is with an individual, e.g., community health educator, doctor, nurse educator, consultant, etc., that person will be the onsite supervisor. In governmental agencies, municipal offices, and businesses, the agency director or a senior manager in the organizations will generally assign the person who will serve as the onsite supervisor.

The following roles are often associated with health education, disease prevention, and community programming, and individuals serving in these roles are potential onsite supervisors.

1. **Care Providers** – doctors, nurses and clinicians educate patients on the prevention and management of disease and seek to foster positive health habits within their community
2. **Researchers** – track trends in health and wellness, study the health habits of members of a community, monitor prevalence of diseases and disorders, and evaluate the impact of interventions
3. **Educators** – prepare and distribute educational materials to raise awareness or foster desired behaviors, do outreach work in target areas, and work with individuals to monitor behaviors and encourage compliance
4. **Advocates and Legislative Policy Advisors** – work with governmental and non-governmental entities to create better laws and programs to protect and improve life circumstances
5. **Grant Writers** – work in both governmental and not-for-profit organizations and prepare proposals seeking support for critical programming
6. **Administrators** – help manage and coordinate governmental and non-governmental organizations that are engaged in Health Science efforts

The onsite supervisor has the following responsibilities:

1. Works with the student a) to set the objectives for the internship experience, b) to identify the work assignment(s)/project(s) to be undertaken to accomplish those objectives, and c) to determine the timeframe within which it/they will be completed
2. Ensures that the student receives the necessary orientation to the organization
3. Explains the work rules and procedures of the organization and discusses the time and attendance policies to which the student must conform
4. Serves as the student's professional mentor
5. Provides routine feedback throughout the period of the internship
6. Ensures the availability of any resources, data, equipment, and facilities that are required by the student to perform his/her assigned responsibilities



while physically present at the internship site

7. Introduces the student to others inside and outside the organization who could be useful and informative professional contacts
8. Reports on student progress at the end of the first term each term for students doing the internship on a part-time basis
9. Completes a final evaluation of the student's performance at the end of the first term if student is doing the internship on a full-time basis, the end of the second term if on the two-term schedule, or the end of the third term for the three term option.

## **Proposal for the Internship Experience**

The Internship differs from a short-term job or volunteer work in that is a structured experience that has learning objectives and agreed-upon tasks, and involves reflection, evaluation, and assessment. These are described in the Proposal for the Internship Experience that must be approved **before** the term in which the student registers for the internship experience. The timetable for proposal submission should allow time for revision and resubmission, were this needed. Students may not register for the internship until the internship proposal has been approved.

The proposal should reflect the student's interests as well as the goals and expectations of the site. It is the student's responsibility to discuss with the onsite supervisor what his/her responsibilities will be and how these will support the student's personal learning objectives as well as the needs of the site. The document sets forth measurable goals and clarifies what the student expects from the experience and what the site can expect from the student. It should define appropriate and challenging activities that will offer an opportunity for students to apply the knowledge and skills they acquired in their classroom studies, and to extend their learning in these and new areas. Ideally, the activities should be achievable within the timeframe of the internship experience. In some instances, the activities may be part of a larger endeavor that is ongoing or a project that is scheduled to end sometime after the student has completed his/her internship experience. This is permissible as long as the work the student is doing is making a meaningful contribution to the larger effort. On occasion, the project that had initially been agreed upon may evolve or change in scope somewhat over the period of the internship experience. The final report will detail this progression.

Students who have completed at least 80 semester credit hours toward the degree and wish to begin planning for their internship experience may obtain the form for preparing the Proposal for the Internship Experience on the Student Portal. The

completed proposal contains general contact information, goals and objectives, activities and tasks, deliverables, timelines, and the signatures of the student and the onsite supervisor.

The goals and objectives and activities and tasks provide the basis for the onsite supervisor's midterm and final evaluations. These benchmarks also guide the ongoing feedback that the onsite supervisor provides.

The student is responsible for preparing a preliminary draft of the proposal before meeting with the onsite supervisor to finalize the document. It is generally helpful to send the draft to the onsite supervisor in advance of the meeting so that s/he has some time to think about it and consider possible revisions. The goal in preparing the document is to develop a plan that both provides a quality educational experience for the student and contributes in some manner to the operations of the site.

## **Student Responsibilities**

While engaged in an internship experience, students are expected to observe certain expectations. These include such things as:

1. Being responsible for obtaining and paying for any medical tests, background checks, training, etc., required by the internship site, except where the site either does not require something or informs the student that the site will cover the associated costs
2. Dressing and acting in a professional manner consistent with the code of conduct of the internship site
3. Observing all of the rules and regulations of the internship site
4. Behaving in a manner that is considerate of others in the organization
5. Performing one's responsibilities in an ethical manner
6. Assuming only those roles and responsibilities that have been defined by the onsite supervisor
7. Maintaining the schedule that has been agreed-upon with the onsite supervisor and immediately notifying that person of any illnesses, emergencies or other unplanned absences

8. Inviting and responding in a constructive way to feedback from the onsite supervisor
9. Covering personal costs for transportation, meals, etc., associated with the internship experience
10. Participating in other meetings and activities both within and outside of the internship site as recommended by the onsite supervisor
11. Participating in the monitoring evaluations done by the onsite supervisor
12. Participating fully in any classroom studies that may be associated with doing the internship
13. Completing a Final Report of the Internship Experience

## **The Final Report**

The Final Report is the culminating activity of the internship experience and provides an opportunity to analyze what transpired and evaluate one's accomplishments. The report is a graded exercise and should discuss the "what" and "how" of the learning goals and objectives and the internship tasks and activities that had been defined for the internship. It should cite the contributions that the student was able to make and discuss any challenges and barriers that may have been encountered and how those were addressed. It should describe how the student was able to apply the theories and concepts s/he had previously learned in his/her academic program and discuss any additional knowledge and skills that might have been acquired along the way. It should discuss how the internship experience helped to shape the student's future personal, professional and educational goals. The document should be 8-10 pages in length and be constructed as a formal written product. It must be submitted to the course instructor by the end of Week 8 of the term in which the student is registered for HS 3995.

## **Grading the Internship**

A final grade is issued at the completion of the term in which the student has registered for HS 3995. The Course Instructor assigns the grade based on the student's performance in the internship experience, as evaluated by the onsite supervisor, and based on any required course assignments. For HS 3995, the Course Instructor assigns a grade based on the student's performance in the internship experience, as evaluated by the onsite supervisor (Final Evaluation), and based on the quality of the Final Report.

Students who register for the internship on a part-time basis receive participation confirmation in the other terms – HS 3994 if doing it over two terms, HS 3993 and HS 3994 if doing it over three terms. They receive a letter grade only in the term in which they are registered for HS 3995. The Course Instructor assigns the final grade based on the student's performance over the two or three terms, as evaluated by the onsite supervisor (Final Evaluation), and based on any required course assignments and the quality of the Final Report.

Students must earn a grade of C (2.00) or better in order to receive credit for the internship experience. Students who earn a grade below a C (2.00) will be required to repeat the experience. The internship requirement may be repeated only one time.

## **Time Requirements**

The internship experience carries with it a total of 6 semester hours of credit and requires at least 270 hours of meaningful engagement. Students should expect to devote a minimum of 240 hours working with the internship site. How the actual hours will be allocated is a decision that is mutually made by the onsite supervisor and the student. Any configuration is acceptable as long as meets the minimum requirements for active professional involvement.

### **One Term Internship**

For students doing the internship on a full-time basis, all 240 hours would be done in a single term. Given the 8 instructional weeks in a term, the student should expect to spend 30 hours per week actively engaged with their internship experience.

### **Two Term Internship**

For students doing the internship on a part-time basis over two terms, approximately one half of the hours (120) should be done during HS 3994 and the remaining half (120) should be completed during HS 3995. Given the eight instructional weeks in a term, the student should expect to spend 15 hours per week actively engaged with their internship experience in each of the two terms.

### **Three Term Internship**

For students doing the internship on a part-time basis over three terms, approximately one-third of the hours (80) should be done during each of HS 3993, HS 3994 and HS 3995. Given the eight instructional weeks in a term, the student should expect to spend 10 hours per week actively engaged with their internship experience in each of the two terms.

Regardless of whether the internship is done on a part-time or full-time basis, the remaining 30 hours of active engagement would be devoted to course-related activities and preparation of the Final Report.

# Attachments: Forms and Guidance

## Attachment A Proposal for the Internship Experience (PFIE) University of the People

*This form a) describes the proposed internship experience, b) ensures that all parties understand their roles and responsibilities, and c) provides a touchstone against which the Intern and the Site Supervisor will evaluate the outcome of the experience. The Proposal must be signed and submitted to UoPeople no later than the term prior to the term in which the internship is scheduled to begin. The Proposal must be approved by UoPeople before the Intern can begin the internship experience.*

### Student Contact Information

Name: \_\_\_\_\_ Student ID #: \_\_\_\_\_

Preferred Phone #: Country Code: \_\_\_\_\_ Number: \_\_\_\_\_

UoPeople Email: \_\_\_\_\_

Academic Term(s) of Internship (e.g., 1 term/2 terms/3 terms): \_\_\_\_\_

### Internship Site Contact Information:

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

Site Address (including country and codes): \_\_\_\_\_

\_\_\_\_\_

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

Supervisor's Full Name: \_\_\_\_\_

Preferred Phone #: \_\_\_\_\_ Email: \_\_\_\_\_

### Goals for Internship *(see below for guidance)*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Activities in Which Intern Will Be Involved *(see below for guidance)*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Ways in Which Intern Will Be Contributing to Mission and/or Work of the Organization**

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**Products/Services Intern Will Be Expected to Deliver/Complete by the End of the Internship**  
*(see below for guidance)*

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**How Ongoing Supervision Will Be Handled** *(see below for guidance)*

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**Projected Weekly Schedule** *(see below for guidance)*

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**Students Seeking Disability Accommodations: Check Each Statement or Skip if Not Applicable.**  
*(see below for guidance)*

I confirm that I have submitted or resubmitted the Disability Accommodation Application.  
\_\_\_\_\_ Yes      \_\_\_\_\_ No

I confirm that I have discussed my need for reasonable accommodations with the site(s) supervisor and the course instructor.  
\_\_\_\_\_ Yes      \_\_\_\_\_ No

**Signatures**

***Student (see below for guidance):***

I have read, understand and agree to fulfill the role and responsibilities outlined in this and understand that there will be evaluations and communications between the university and the onsite supervisor regarding my performance.

\_\_\_\_\_  
Name Date

***Site Supervisor (see below for guidance):***

I have read, understand and agree to fulfill the role and responsibilities outlined in this proposal.

\_\_\_\_\_  
Name Date

**UoPeople Approval of Proposal for the Internship Experience**

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UoPeople Official

Date

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## **Guidance on Completing the Proposal for the Internship Experience**

### **Goals for Internship**

This should be a brief list of what the intern would like to achieve as a result of completing the internship. For example, what existing knowledge and skills would it allow her/him to increase? What new knowledge and skills would it help him/her gain? How can she/he practice applying what he/she had learned in HS coursework in a real-world setting? What professional contacts could she/he make? What kinds of roles will it allow him/her to test? Etc.

### **Activities in Which Intern Will Be Involved**

This should be a brief list of the duties and responsibilities that the internship site expects the student to perform.

### **Products/Services Intern Will Be Expected to Deliver/Complete by the End of the Internship**

This should specify exactly what the internship site expects the intern to have accomplished by the end of the internship period. For example, is it a report? Is it the provision of certain kinds of direct services to clients? Is it the analysis of an existing data set? Is it writing a grant proposal or gathering data for a study that is being done? Is it creating health education materials? Etc. These should be framed using action words such as plan, evaluate, develop, assess, generate, gather, create, construct, implement, prepare, etc.

It is acceptable for the product to be only a part of a project that is scheduled for completion after the internship has ended. It is also acceptable for it to be part of the ongoing services of the organization.

On occasion, the nature of the products or services the intern is expected to deliver/complete may evolve or change completely during the course of the internship. If this occurs, it should be addressed in the Final Evaluation and in the student's Final Report .

### **How Ongoing Supervision Will Be Handled**

This should describe how often and with whom the intern will meet for ongoing feedback. Will there be set weekly meetings with the site supervisor? Will it happen informally on a daily basis? Will anyone other than the site supervisor be involved in providing feedback to the intern? Etc.

### **Projected Weekly Schedule**

Students doing the internship on a part-time basis must spend at least 15 hours per week for eight weeks in activities related to the internship experience.

Students doing the internship on a full-time basis must spend at least 30 hours per week for eight weeks in activities related to the internship experience.

The Site Supervisor and the Intern should agree on the work schedule. How many hours per day and on what days of the week is the intern expected to be at the internship site? Will the intern be working off-site in any way, and on what schedule? Is there a set time when the intern must arrive and be ready to work? Is there a scheduled time before which the intern should not leave? Etc.

## **Responsibilities**

### ***Student:***

While engaged in an internship experience, students are expected to observe certain expectations. These include such things as:

1. Being responsible for obtaining and paying for any medical tests, background checks, training, etc., required by the internship site, except where the site either does not require something or informs the student that the site will cover the associated costs
2. Dressing and acting in a professional manner consistent with the code of conduct of the internship site
3. Observing all of the rules and regulations of the internship site
4. Behaving in a manner that is considerate of others in the organization
5. Performing one's responsibilities in an ethical manner
6. Assuming only those responsibilities that have been defined by the onsite supervisor
7. Maintaining the schedule that has been agreed-upon with the onsite supervisor and immediately notifying that person of any illnesses, emergencies or other unplanned absences
8. Inviting and responding in a constructive way to feedback from the onsite supervisor
9. Covering personal costs for transportation, meals, etc., associated with the internship experience
10. Participating in other meetings and activities both within and outside of the internship site as recommended by the onsite supervisor
11. Participating in the monitoring evaluations (if doing the internship on part-time basis) and Final Evaluation by the onsite supervisor

### ***Site Supervisor:***

The onsite supervisor has the following responsibilities:

1. Works with the student a) to set the objectives for the internship experience, b) to identify the work assignment(s)/project(s) to be undertaken to accomplish those objectives, and c) to determine the timeframe within which it/they will be completed
2. Ensures that the student receives the necessary orientation to the organization

3. Explains the work rules and procedures of the organization and discusses the time and attendance policies with which the student must conform
4. Serves as the student's professional mentor
5. Provides routine feedback throughout the course of the internship
6. Ensures the availability of any resources, data, equipment, and facilities that are required by the student to perform his/her assigned responsibilities while physically present at the internship site
7. Introduces the student to others inside and outside the organization who could be useful and informative professional contacts
8. Provides a monitoring report if the student is doing the internship on a part-time basis
9. Completes a final evaluation of the student's performance at the end of the internship experience

### **Students with Disabilities**

The University of the People recognizes and accepts its obligations under the Americans with Disabilities Act of 1990 (as amended), and Section 504 of the Rehabilitation Act of 1973, as amended, requiring the University to provide reasonable accommodations to qualified disabled students in all University programs and activities.

If the student has not already requested disability accommodations at UoPeople or has been granted accommodations that are solely suited to the virtual learning environment, he or she must submit or resubmit the Disability Accommodation Application to request accommodations for the physical internship site(s) from the Dean of Student Affairs at [student.affairs@uopeople.edu](mailto:student.affairs@uopeople.edu).

Completed applications should be returned to the Office of Student Services at [student.services@uopeople.edu](mailto:student.services@uopeople.edu), and students will receive written notification of accommodations offered and/or denied within eight weeks. UoPeople is committed to maintaining the confidentiality of all student records related to requests for disability accommodations.

**Attachment B**  
**Student Intern Monitoring Report**  
University of the People

*This form is to be completed by the site supervisor only for students completing the internship experience on a part-time basis.*

*The information in this form should be discussed with the student intern and both the student intern and the site supervisor must sign it. The supervisor is responsible for emailing it to the Course Instructor.*

Student's Name: \_\_\_\_\_

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

**Instructions:** Please answer the following questions. Use the comment spaces below to provide additional information.

1. Is the student exhibiting appropriate workplace behaviors (e.g., attendance, dress, attitude, etc.)?  
\_\_\_\_\_Yes      \_\_\_\_\_ No

2. Is the student self-motivated and taking initiative?  
\_\_\_\_\_Yes      \_\_\_\_\_ No

3. Is the student performing in a responsible and professional manner?  
\_\_\_\_\_Yes      \_\_\_\_\_ No

4. Is the student working well with colleagues and, where relevant, clients/patients/partners?  
\_\_\_\_\_Yes      \_\_\_\_\_ No

5. Does the student seek guidance and is s/he accepting of criticism?  
\_\_\_\_\_Yes      \_\_\_\_\_ No

6. Is the student demonstrating acceptable professional expertise in carrying out his/her assigned responsibilities?  
\_\_\_\_\_Yes      \_\_\_\_\_ No

7. In what areas is the intern showing particular strengths?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. On what areas should the intern focus during the remainder of the internship experience in order to further develop her/his knowledge and skills?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. Are any changes needed in the goals and/or activities that were outlined in the original Proposal for the Internship Experience in order for remainder of the internship experience to be meaningful and successful?  
\_\_\_\_\_Yes \_\_\_\_\_No If yes, please explain.

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10. Other comments or recommendations

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11. What is your overall assessment of the student intern's performance at this point in her/his internship experience?

Excellent\_\_\_\_\_Above Average\_\_\_\_\_Average\_\_\_\_\_Below Average\_\_\_\_\_Poor \_\_\_\_\_

Site Supervisor's Signature:\_\_\_\_\_Date: \_\_\_\_\_

Supervisor's Printed Full Name:\_\_\_\_\_

Student Intern's Signature:\_\_\_\_\_Date: \_\_\_\_\_

Student's Printed Full Name:\_\_\_\_\_

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**Attachment C**  
**Final Evaluation of the Student Intern**  
 University of the People

*This form is to be completed by the site supervisor at the end of the student's internship experience, that is, at the end of the term in which the student is registered for HS 3995.*

*The information in this form should be discussed with the student intern and both the student intern and the site supervisor must sign it. The supervisor is responsible for emailing it to the UoPeople Course Instructor.*

Student's Full Name: \_\_\_\_\_

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

**Instructions:** Please place an X in the box that best matches the intern's knowledge and performance on the listed elements. See below for Guidance on Completing the Final Evaluation of the Student Intern and the definitions of the scaling.

**Section A - Professional Competence**

	<u>Element</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>n/a</u>
	Understands the social and biological causes of health and illness						
	Human anatomy and physiology						
	Most common forms of morbidity (i.e., illness or other health disability), their prevalence, causes and treatments						
	Read, analyze and interpret health data						
	Social and behavioral determinants of physical health						
	Microbiological and molecular bases of human disease and its transmission						
	Holistic view of the determinants of mental health and psychopathology						
	Knowledge and skills needed to perform effectively within the context of disease prevention and the promotion of health						
	Principles of goal setting and of monitoring, mentoring and motivating patients, in particular, and communities, in general						
	Identification and analysis of health problems and challenges and opportunities, and formulation of recommendations for courses of action						
	Team building skills to lead and/or co-lead collaborative projects to accomplish group goals						
	Basic principles of organizational theory as they relate to health care and health						
	Understanding of the role of policy, ethics and resources in the management of prevention programming and health service delivery						
	How health policies can leave a lasting effect on society and how some portions of society may be differentially affected						
	Design of ways to overcome stigma related to health conditions						
	Analysis of ethical issues encountered in fostering disease prevention and the promotion of health as they can affect individuals as well as communities						
	Formulation of responses to ethical and legal concerns relating to health service provision as well as health and medical research						

**Section B – Personal Work-related Attributes**

	<u>Element</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>n/a</u>
	General workplace behaviors						
	Attendance						
	Punctuality						
	Appropriate attire						
	Dependability						
	Confidentiality						
	Interpersonal interactions						
	Cooperative						
	Team player						
	Learns from others						
	Seeks feedback						
	Personal attributes						
	Enthusiastic						
	Persistent						
	Motivated						
	Prepared						
	Thorough						
	Takes initiative						
	Verbal skills						
	Written skills						

**Section C – General Comments**

What are the student intern’s main strengths?

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Are there areas where the student intern could benefit from further strengthening/enhancing of her/his skills? If so, what are they?

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What is your overall assessment of the student intern’s performance in the internship experience?

Excellent \_\_\_\_\_ Above Average \_\_\_\_\_ Average \_\_\_\_\_ Below Average \_\_\_\_\_ Poor \_\_\_\_\_

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Site Supervisor’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Intern’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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## Guidance on Completing the Final Evaluation of the Student Intern

This evaluation serves as one of several summative assessments of the extent to which a student who completes the UoPeople program of study in Health Science at the bachelor's level has achieved its three core program goals (see below). The nature of internship sites and the experiences that students have in them will vary, which means that not every sub-element of the three program goals will be applicable in a given internship experience. In those instances, a rating of Not Applicable (n/a) is appropriate.

Please rate the student's performance in the internship setting using the following scale:

- 5 – actions, products, task performance, etc., showed complete mastery; student was extremely effective and consistently produced excellent results
- 4 – actions, products, task performance, etc., were competent; student was above average in his/her job performance; skill level was constantly showing improvement
- 3 – actions, products, task performance, etc., were about average and entirely acceptable; skill level was still developing
- 2 – actions, products, task performance, etc., were below average and below expectations; skill level was only beginning to emerge
- 1 – actions, products, task performance, etc., were poor; student needs more training or education; skill level minimal
- N/A – not applicable; no opportunity to observe student performance; actions, products, tasks, etc., not relevant for this setting; actions, products, tasks, etc., not relevant for intern's role or responsibilities

### Program Goals

The program has three overarching goals. Within the context of each, students are provided with the opportunity to acquire relevant skills and knowledge.

- Provides an understanding of the social and biological causes of health and illness. Graduates should be able to:
  - explain human anatomy and physiology
  - categorize the most common forms of morbidity (i.e., illness or other health disability), their prevalence, causes and treatments
  - read, analyze and interpret health data
  - characterize the social and behavioral determinants of physical health
  - describe the microbiological and molecular bases of human disease and its transmission
  - place human development in context
  - gain a holistic view of the determinants of mental health and psychopathology
- Covers the knowledge and skills needed to perform effectively within the context of disease prevention and the promotion of health. Graduates should be able to:
  - understand the principles of goal setting and of monitoring, mentoring and motivating patients, in particular, and communities, in general
  - identify and analyze health problems and challenges and opportunities in their communities and formulate recommendations for courses of action



- utilize team building skills to lead and/or co-lead collaborative projects to accomplish group goals
- apply the basic principles of organizational theory to the relationship between health care and health
- Develops an understanding of the role of policy, ethics and resources in the management of prevention programming and health service delivery.  
Graduates should be able to:
  - demonstrate how health policies can leave a lasting effect on society and how some portions of society may be differentially affected
  - design ways to overcome stigma related to health conditions
  - analyze ethical issues encountered in fostering disease prevention and the promotion of health as they can affect individuals as well as communities
  - formulate responses to ethical and legal concerns relating to health service provision as well as health and medical research

**Attachment D**  
**The Student's Evaluation of the Internship Experience**  
University of the People

*This form is to be completed by the student intern at the completion of his/her internship experience, that is, at the end of HS 3995). It must be turned into the Course Instructor before the end of the final examination period.*

Student's Full Name: \_\_\_\_\_

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

**Instructions:** Please answer the following questions. Use the comment spaces below to provide additional information.

1. Did this internship site enable you to achieve the goals and objectives that you had set in your Proposal for the Internship Experience?

\_\_\_\_\_ Yes    \_\_\_\_\_ No    If no, please explain.

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2. Were you able to apply knowledge and skills from your coursework in your internship experience?

\_\_\_\_\_ Yes    \_\_\_\_\_ No    If no, please explain.

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3. Was the guidance and supervision provided by the internship site adequate and helpful?

\_\_\_\_\_ Yes    \_\_\_\_\_ No    If no, please explain.

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4. What were the best parts of doing an internship in this site?

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5. Was there anything that you would like to have done more of during your time in this site?

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6. Would you recommend this site to other students?

\_\_\_\_\_ Yes    \_\_\_\_\_ No    If no, please explain.

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7. Other comments, suggestions, recommendations, etc.

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**Attachment E**  
**Guide to Preparing the Internship Report**  
University of the People

- A. The report on your internship experience should contain the following components.
1. A cover page – title for the report that is no more than 12 words long; your name; the course name; the date
  2. Body of the report
    - a. Introduction – purpose of the document; what it will cover
    - b. Description of the internship site/setting – e.g., mission; location; size; organization/structure; type of clients/patients, if relevant; range of services offered, if relevant; title of the person(s) to whom you reported; name of unit/department in which you were based, if relevant; were you a member of a team; etc.
    - c. Your initial goals and objectives for the internship experience – what you had hoped to accomplish; why this site seemed like a good fit with your goals and objectives; how the goals and objectives may have changed over the course of the internship
    - d. Your role, responsibilities, activities during the internship experience – your title, if relevant; how you fit into the organization; the nature of your responsibilities; what you did in an average day, average week; with whom did you interact; how your responsibilities fit with the mission of the site; how your responsibilities changed over the course of the internship, if relevant; etc.
    - e. Internship goals – ways in which you were able/unable to achieve the goals you had initially set for the internship experience
    - f. Application of coursework - ways in which you were able to use knowledge and skills from your coursework/studies in your internship experience
    - g. Professional growth – ways in which you enhanced/extended your knowledge and skills because of the internship experience
    - h. Three main accomplishments during the internship – what you achieved; contributions you made to organization and its mission; etc.
    - i. Challenges encountered – nature of the challenges; how you dealt with them
    - j. Impact of the internship experience – how the experience may have influenced your professional plans; how the experience may have influenced your personal life

k. Overall assessment of the experience

B. The report should meet the following formatting requirements.

- 12-point type; Times New Roman
- double-spaced
- number the pages
- flush left (not centered or right-and-left justified)
- APA style manual for references/citations (provide reference even if you have rewritten something in your own words)
- use titles, not names (“supervisor,” “client;” “director”)
- use past tense (internship has been completed)
- proof to ensure correct spelling, punctuation, and grammar

C. The report, including the title page, should be no more than approximately 8-10 pages in length.

D. The report should be submitted to the Course Instructor by 11:55 p.m. UoPeople time on Wednesday of Week 8 of the term.