

**Department of Public Health
Internship Manual**



Public Health

2017-2018

WILLIAM PATERSON UNIVERSITY

TABLE OF CONTENTS

| | |
|--|-----------|
| Letter from the Department Chairperson | 4 |
| Letter from the Internship Site Coordinator..... | 5 |
| Internship Program Overview..... | 6 |
| Internship Objectives and Student Learning Outcomes..... | 8 |
| Roles and Responsibilities | 9 |
| Internship Site Selection Flowchart | 11 |
| Internship Site Selection Process | 12 |
| Internship Policies & Procedures | 15 |
| Assessment of Intern’s Performance, Cell Phones, Communication, Criminal Background Checks | 15 |
| Data Collection Policy, Drug Screening Requirements | 16 |
| Email, Hours | 17 |
| Immunizations, Inclement Weather, Intern’s Evaluation of the Internship Site..... | 18 |
| Internship Logs, Internship Site Orientation, Outside Employment, Parking | 19 |
| Professional Conduct, Site Visits..... | 20 |
| Spring Break and Holidays, Supervision..... | 21 |
| Timesheets | 22 |
| Transportation, Travel Time, Work Beyond the Required Hours | 24 |
| Description of Potential Locations for Internship Placements | 25 |
| Assisted Living/Senior, Corporate/Business, Hospital, Health Departments | 25 |
| Non-Profit Agencies, Prevention Agencies, Universities/Colleges | 26 |
| Internship Site Map 2013..... | 28 |
| Internship Site Map 2014..... | 29 |
| Internship Site Map 2015..... | 30 |
| Internship Site Map 2016..... | 31 |
| Internship Site Map 2017..... | 32 |

Internship Forms33

 Internship Site Interest Form 34

 Internship Site Research Form 35

 Internship Interview Checklist 36

 Internship Site Registration Form 38

 2018 Internship Timesheet 39

 Preliminary Assessment of Intern Form 40

 Final Assessment of Intern Form 42

 Intern Self-Assessment and Site Evaluation Form 44

Resources46

 Tip Sheet for Outlining a Resume 47

 Tip Sheet for Writing a Resume 48

 Sample Resume 49

 Tip Sheet for Scheduling an Internship Interview 50

Internship Dates and Deadlines51



Public Health



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Letter from the Department Chairperson

Dear public health student,

You are about to begin one of the most exciting and rewarding experiences of your undergraduate education – the senior internship. In the Department of Public Health, we view the internship as the culminating experience of your undergraduate studies – an opportunity for you to see how everything that you have learned in your major courses relates to the broader world of public health.

Your public health faculty has prepared you well for your internship. In just a few short semesters you have developed the key skills and learned the essential content needed for success in your internship experience. Our internship sites frequently praise the high quality of the William Paterson University interns and our alumni tell us how they often used what they learned in their coursework during their internship experience, and subsequently in their careers.

In the coming months you will engage in a series of structured activities that will enable you to begin thinking about your transition from the classroom to the internship. If you are diligent and successful in the completion of these tasks, in just a few short months you will begin your internship and demonstrate to yourself just how far you have come in your training.

This is certainly an exciting time in your education. Embrace it and enjoy it!

Sincerely,

Dr. William D. Kernan
Professor and Chairperson
Department of Public Health



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Letter from the Internship Site Supervisor

Dear student,

It is with great excitement that I welcome you to the part of your academic career where the saying “the sky is the limit” seriously applies. This final adventure into the career world of public health will transport you, not only toward career opportunity but also toward self-identification.

As the Internship Site Supervisor, I have the amazing opportunity to assist you in every step of the process toward the path of the public health professional. This culminating experience enhances the skills and knowledge you have all worked so hard to obtain and combines them with an opportunity to put many of those skills into action. William Paterson University’s public health interns have the reputation as one of the most professional and prepared interns in the field. We take pride great in this reputation along with the relationships that we have built with our community partners who serve as our internship site supervisor, partnerships that we take extremely serious.

This internship process will open the opportunity to transform knowledge into practice by exploring your greatest interests, discovering your hidden talents, and reassuring your subtle fears. As the great Dumbledore said in *The Chamber of Secrets*, “It is our choices that show what we truly are, far more than our abilities.” So choose to make this a great year by discovering the best within yourselves as you prepare for a future in public health.

Sincerely,

Christie Jaime

Christie Jaime, MA, CHES
Internship Site Coordinator

INTERNSHIP PROGRAM OVERVIEW

The internship program for students majoring in the Department of Public Health is a supervised experience designed to provide the opportunity for students to apply their academic preparation in a professional work setting.

The internship experience is a requirement for all Bachelor of Science (B.S.) Public Health degree candidates in the Department of Public Health. The internship is the culmination of the major course of study and is completed after all other major courses and major co-required courses are taken and passed with the minimum required grade in each course.

There is no internship requirement for students enrolled in the BS in Health Studies degree program.

Interns work for a predetermined number of hours under the supervision of a trained health professional, the Internship Site Supervisor. The objectives of the internship program and the sites at which students complete their internship are consistent with the roles and responsibilities of entry level public health professionals.

Introduction to Internship Course

In the semester prior to the internship, students are required to take a 1-credit, graded course called *Introduction to Internship*. This course is taught by a public health faculty member and covers content that encourages students to begin thinking about the transition from college to graduate school and/or the professional working environment.

In this course, students will:

- Create a resume.
- Review professional communication standards and codes of conduct.
- Examine the key elements of professionalism and appropriate professional conduct
- Learn interviewing skills, discuss graduate school options, and review job search strategies.
- Develop awareness of the importance of professional conduct, professional communication, skill enhancement, continuing education, and networking.

Concurrent to this course, students will:

- Explore potential internship sites, interview, and select an internship site for the internship.

Specific information about the internship site selection process is presented in greater detail later in this manual.

Internship Course

The *Internship* course is taken immediately following the *Introduction to Internship* course. This is a graded course that is taught by a faculty member. In addition to completing a pre-determined number of hours at the internship site, each intern will complete a major project, called the capstone project.

In order for a student to register for the *Internship* course and begin the internship, all of the following criteria must have been met:

- Students must successfully complete the *Introduction to Internship* course, select an internship site, and file all required paperwork by the deadlines announced in class.
- Students must complete all major courses and major co-requirements with a grade of C or better.

The following table includes the number of course credits, the total internship hours that are required of interns in each of the majors and major tracks, and the semester/s in which the internship course is offered.

| B.S. in Public Health | |
|------------------------------|-------------------------------|
| General track | Health Education track |
| 6 credits | 12 credits |
| 240 total hours | 480 total hours |
| Spring Semester Only | Spring Semester Only |

In addition to completing a set number of supervised hours at the internship site, all students are required to attend **mandatory** class sessions during the semester. Attendance at these classes counts toward the total number of required internship hours, as follows:

| B.S. in Public Health | |
|---|--|
| General track | Health Education track |
| 5 two-hour class sessions | Determined by instructor |
| 10 class session hours | 40 class session hours* |
| + | + |
| 230 supervised hours at the internship site | 440 supervised hours at the internship site* |
| = 240 total hours | = 480 total hours |

**subject to change based on instructional needs determined by program faculty*

Class sessions are mandatory and it is the responsibility of the intern to communicate the meeting times to their Internship Site Supervisor at the beginning of the semester. The final class session is held in the University Ballrooms at which time interns will present a poster with a summary of their capstone project.

All course requirements related to the mandatory class meetings and the academic portion of the internship are outlined in the course syllabus. Interns will receive the syllabus from the faculty member at the first class meeting in January. Interns will also receive the instructions for the capstone project at that time.

INTERNSHIP OBJECTIVES & STUDENT LEARNING OUTCOMES

The objectives of the WPUNJ Department of Public Health Internship Program are to:

- A.** Review the process of conducting a community-based needs assessment
- B.** Explore methodologies for engaging communities in the identification of priority health problems
- C.** Examine community risk and protective factors
- D.** Expose students to the role and responsibilities of an entry level public health practitioner/educator in a public health agency
- E.** Examine the ways in which theoretical concepts are applied to the realities of the field of public health/health education
- F.** Explore strategies for communicating with, and working with, public health/health education professionals
- G.** Provide the opportunity for self-reflection regarding career goals and lifelong learning

In addition to the above, an additional objective of the Internship in Public Health Education is to:

- H.** Provide the opportunity to improve public speaking and audience management skills

Upon completion of this course and the internship field placement, the student will be able to:

- 1.** Identify a public health practice problem/issue which could benefit from the application of public health principles and science
- 2.** Conduct a needs assessment for a public health related issue
- 3.** Utilize valid sources of health information to assist in the assessment of community needs
- 4.** Summarize the results of the community needs assessment in poster format
- 5.** Explain the mission of the agency and its role in the US health care system
- 6.** Describe how content knowledge and skills acquired during academic coursework apply to public health practice
- 7.** Describe the relationship between assigned projects and public health values, concepts, and anticipated health outcomes
- 8.** Document progress toward the completion of assigned tasks, projects, activities, and professional responsibilities
- 9.** Identify areas for future personal and professional growth
- 10.** Demonstrate confidence in personal judgment and gain maturity, and self-confidence

In addition, students enrolled in the Health Education track will be able to:

- 11.** Plan a health education intervention based on identified community needs
- 12.** Develop a health education intervention implementation plan
- 13.** Develop a health education intervention evaluation plan
- 14.** Summarize the results of the planned health education program/intervention in poster format
- 15.** Assess competency in the seven major areas of responsibility for entry-level health educators

ROLES AND RESPONSIBILITIES

The **Internship Site Coordinator (ISC)** is responsible for:

1. Preparing an internship file for each student that contains all documents related to the internship experience and placing photocopies of all of these materials in the student's permanent departmental advisement file.
2. Placing the student in an appropriate internship site.
3. Maintain accurate electronic records in the Internship Placement database and the Alumni Database.
4. In partnership with the faculty member, orienting students to the logistics of the internship experience prior to the start of the internship.
5. Handling all matters concerning internship site contracts and letters of agreement.
6. Serving as an intermediary in resolving conflicts that may arise between interns and/or the site and/or the Internship Site Supervisor.
7. Scheduling and conducting site visits with the Internship Site Supervisor and the intern during the semester and whenever deemed necessary.
8. Communicating regularly with the intern, utilizing various methods during the semester.
9. Providing the Internship Site Supervisor with all necessary forms and grading paperwork.
10. Collecting all forms and grading paperwork from the Internship Site Supervisor and submitting them to the appropriate faculty member.

The **Internship Site Supervisor (ISS)** is responsible for:

1. Orienting interns to the organization (i.e., functions, organizational chart, codes of conduct, layout of physical plant, etc.).
2. Providing meaningful and relevant work experiences and learning opportunities related to the professional and intellectual development of the intern.
3. Providing suitable work space, including, at minimum, a desk and access to a computer.
4. Reviewing with the intern the stated learning objectives for the internship experience.
5. Meeting at least once weekly with the intern to assess progress and troubleshoot problems.
6. Communicating problems with the intern to the Internship Site Coordinator immediately.
7. Meeting with the Internship Site Coordinator and intern during the semester at scheduled site visits and as necessary.
8. Guiding the development and refinement of the skills necessary to enable the intern to meet their internship objectives.
9. Providing guidance, supervision, and support to the intern throughout the internship experience.
10. Completing the mid-internship assessment and final assessment reports.
11. Assigning a final numerical and letter grade.
12. Signing time sheets and assigning an alternative designee that is authorized to sign the time sheet when the Site Supervisor is not available.

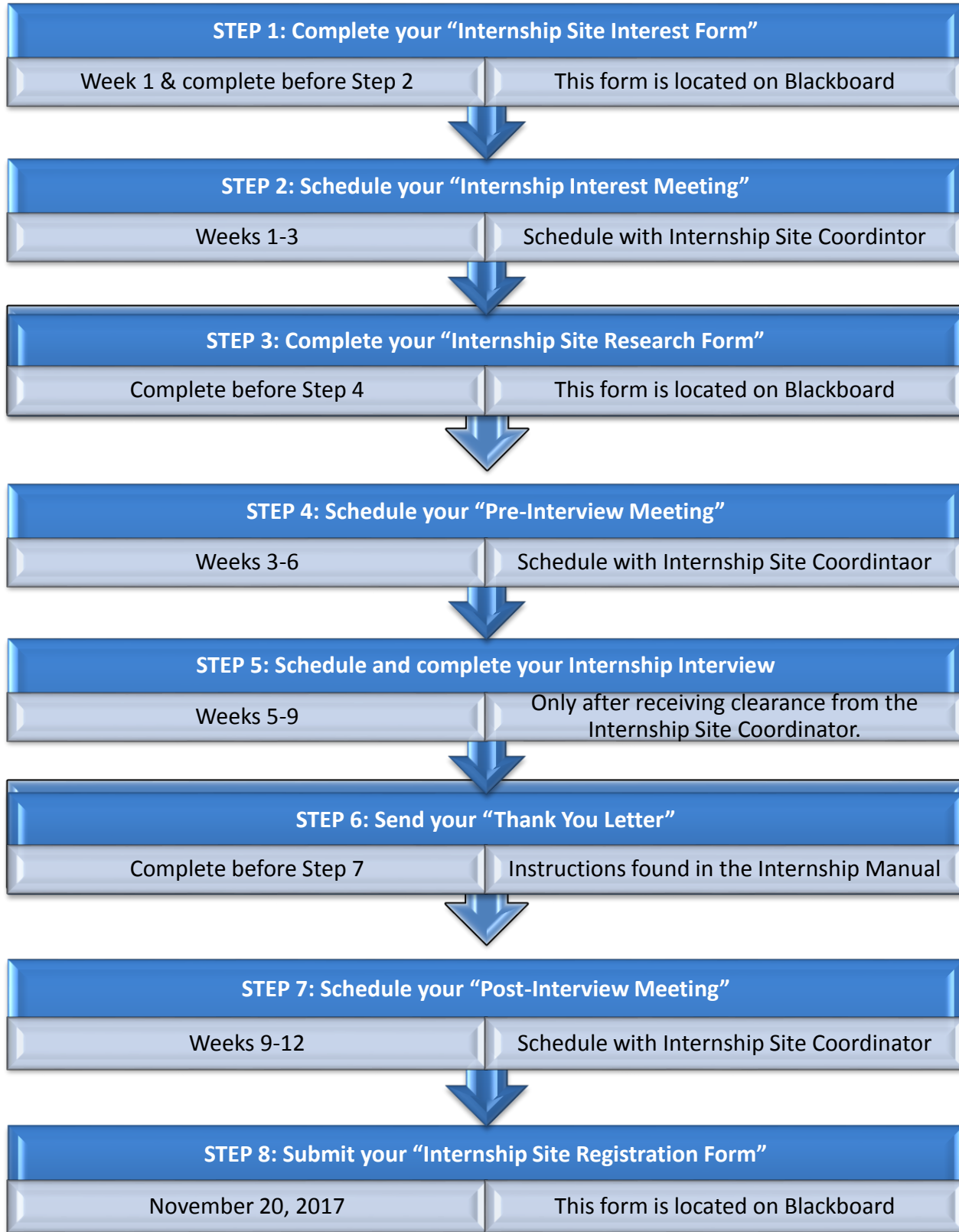
The **student intern** is responsible for:

1. Reading thoroughly the Internship Manual and course syllabus, complying with all instructions and policies within both, and asking questions to facilitate understanding of the information presented in these two documents.
2. Working with the Internship Site Coordinator to select an appropriate site placement before the stated deadline.
3. Reviewing the Student Learning Outcomes listed on the course syllabus with the Internship Site Supervisor and developing additional personal/professional learning objectives.
4. Completing the required number of total internship hours before the stated deadline.
5. Adhering to the rules and regulations of the internship site.
6. Attending all of the scheduled mandatory class sessions at William Paterson University and completing all required assignments as indicated in the course syllabus.
7. Maintaining daily activity logs and submitting timesheets for periodic review by the stated deadlines.
8. Submitting a typed subjective evaluation of the internship placement.
9. Reporting any internship-related problem to the Internship Site Coordinator.
10. Communicating with the Internship Site Coordinator via email when needed.

The **faculty member** is responsible for:

1. In partnership with the Internship Site Coordinator, orienting students to the logistics of the internship experience prior to the start of the internship.
2. Preparing and explaining the course syllabus.
3. Providing instruction for the completion of academic assignments and the capstone project.
4. Conducting on campus class sessions.
5. Grading all assigned academic work.
6. Computing the final course grade incorporating the Internship Site Supervisor's assessment.
7. Providing preparatory activities and review for the Certified Health Education Specialist (CHES) exam (PBHL 4973 only).

INTERNSHIP SITE SELECTION PROCESS FLOWCHART



INTERNSHIP SITE SELECTION PROCESS

Name: _____

The following process, which is discussed in detail during the *Introduction to Internship* course and outlined on the flow chart on the preceding page, will be used to guide students in the selection of an internship site. Students must follow this process carefully to avoid delay in internship placement and graduation. To select an internship site, students must follow these eight steps in order:

STEP 1: Complete your “Internship Site Interest Form”

You must complete, in detail, the *Internship Site Interest Form* which is posted on Blackboard and found in this Internship Manual. This form will help you to start thinking about the type of internship and the work that you would like to experience during your internship. The form will serve as the basis of your first individual meeting with the Internship Site Coordinator. It must be completed in full before proceeding to Step 2.

Step 1 completed on: _____

STEP 2: Schedule your “Internship Interest Meeting” with the Internship Site Coordinator

Upon completion of the *Internship Site Interest Form*, you must schedule an appointment with the Internship Site Coordinator. At this meeting, you will meet with the Internship Site Coordinator to review your Internship Site Interest Form and begin a discussion about your individualized site selection process. At the conclusion of this meeting, the Internship Site Coordinator may offer suggestions for potential internship sites based on your interests, or may request that you schedule a follow-up meeting.

Step 2 completed on: _____

STEP 3: Complete your “Internship Site Research Form”

After your Internship Interest Meeting, you must research the internship sites discussed during that meeting and complete the *Internship Site Research Form* which is posted on Blackboard and found in this Internship Manual. If you are interested in a site that is not among those listed, you should research that site and add it to the list of researched sites for further discussion with the Internship Site Coordinator. This form must be completed in full before proceeding to Step 4.

Step 3 completed on: _____

STEP 4: Schedule your “Pre-Interview Meeting” with the Internship Site Coordinator

Upon completion of the *Internship Site Research Form*, you must schedule a second appointment with the Internship Site Coordinator. At this meeting, you will discuss what you learned about each site during your research. If the Internship Site Coordinator is satisfied with your progress, you will be given permission to contact the potential internship site for an interview. At no time should you contact an internship site without permission from the Internship Site Coordinator. In the event that you are not given permission to schedule an internship site interview, the Internship Site Coordinator will provide you with further instruction at this meeting.

Step 4 completed on: _____

☐ STEP 5: Schedule and complete your Internship Interview

Once you have been given permission, using the instruction provided in class and given by the Internship Site Coordinator, schedule your internship interview. The Internship Site Coordinator will provide the name of the supervisor at the site of interest and his/her relevant contact information. Contact the internship site using the *Tip Sheet for Scheduling an Internship Interview* found in the Resources section of the Internship Manual. Keep in mind that the supervisor is a busy person and may not return a call or an email for a few days and may not schedule an appointment for a few weeks. While at your interview, make sure to complete the *Internship Interview Checklist*. This checklist is posted on Blackboard and found in this Internship Manual.

Step 5 completed on: _____

☐ STEP 6: Send your “Thank You Letter”

After meeting with the potential site supervisor, you must write a thank you letter to the site supervisor. You must write a thank you letter to each person with whom you interviewed, even if the site was not selected for an internship placement.

Step 6 completed on: _____

☐ STEP 7: Schedule your “Post-Interview Meeting” with the Internship Site Coordinator

After sending your thank you letter, you must schedule a final appointment with the Internship Site Coordinator. At this meeting you will discuss the outcome of the interview and determine if the site is an appropriate fit. If necessary, the Internship Site Coordinator will contact the site to ascertain if they will offer you a placement at the site. Keep in mind that the site does not need to agree to provide an internship. If you are not offered a placement at the site where you interviewed you will work with the Internship Site Coordinator to identify an alternate site. Keep in mind that while every effort is made to find a suitable internship site for each student, ultimately it is the internship site which must agree to host a student.

Step 7 completed on: _____

☐ STEP 8: Submit your “Internship Site Registration Form”

If the site is an appropriate fit for you and the site offers you an internship placement, then you must complete the *Internship Site Registration Form* and submit to Internship Site Coordinator. This form is posted on Blackboard and found in this Internship Manual. The *Internship Site Registration Form* serves as official confirmation of which site was selected for the completion of the internship requirement. This form must be signed and dated by you. You will not be eligible to register for the spring Internship course until this form is submitted. After the placement is confirmed, it is your responsibility to set up a meeting with the Internship Site Supervisor to discuss the reporting date and determine the work hours for the internship.

Step 8 completed on: _____

INTERNSHIP POLICIES AND PROCEDURES

Assessment of Intern's Performance

Interns will be evaluated on their ability to meet the internship program objectives outlined earlier in this manual. Each intern will receive a preliminary internship assessment and a final internship assessment. These assessments will be completed by the Internship Site Supervisor.

Interns who are in jeopardy of failing their internship experience at mid-internship must develop a remedial plan of action with their Internship Site Supervisor and include it with the preliminary assessment. This plan will be reviewed for completeness and practicality and will then be approved or rejected by the Internship Site Coordinator. Ideally, any problems which could put interns in jeopardy would have been previously discussed with the Internship Site Coordinator prior to the failing preliminary assessment.

Cell Phone Usage

Interns should never use their personal cell phone to conduct business-related work for their internship site. Interns may use their personal cell phone to communicate with their Internship Site Supervisor. Interns should refrain from conducting personal business (phone calls, text messaging, Facebook or Twitter updates, etc...) during internship hours. Interns must abide by all related professional codes of conduct required of agency employees.

Communication

If problems arise during the internship placement, it is the intern's responsibility to notify the Internship Site Coordinator. The Internship Site Coordinator can be reached by phone at 973-720-2607 or by email at jaimec2@wpunj.edu. If it is an emergency, the Internship Site Coordinator can be reached by contacting the Department of Public Health administrative assistant between the hours of 8 am and 4 pm M-F at (973) 720-2394.

Criminal Background Check Requirements

In some cases the internship site will require a criminal background check. Students are expected to comply with the criminal background check requirements at each internship site to which students are assigned. Students will bear all expenses associated with meeting these requirements not covered by the internship site.

Data Collection Policy

Interns who are asked by their internship site to collect data must adhere to the following guidelines. Acceptable forms of data collection that DO NOT need University Institutional Review Board (IRB) approval include:

- Internship site data collection activities that are related to the evaluation of the effectiveness or outcomes of activities or programs implemented by the internship site.
- Secondary data collection for the purpose of assessing community needs or designing interventions.
- Primary data collection assigned as coursework to satisfy the requirements of the PBHL 4962 or PBHL 4963 internship capstone project.

Any form of original research (any form of data collection that attempts to generalize findings to a larger population) is NOT permitted during the internship, unless the agency has received IRB approval for the research project elsewhere.

Drug Screening Requirements

In some cases, the internship site will require routine drug screenings. Students are expected to comply with the drug screening requirements at each internship site to which students are assigned. Students will bear all expenses associated with meeting these requirements not covered by the internship site.

If the University is notified of a positive drug screening result, the student will discontinue participation in the internship program. The student will only be reinstated under the following conditions:

1. The student will be referred to the WPUNJ Counseling, Health and Wellness Center for an assessment.
2. The student will have the lab release the quantitative lab results of the failed drug test to the WPUNJ Counseling, Health and Wellness Center.
3. The student will sign a release allowing the WPUNJ Counseling, Health & Wellness Center to release a summary assessment and set of recommendations to the Chairperson of Public Health.
4. Based on that assessment and resultant recommendations, if appropriate, the student will be eligible for reinstatement into the internship program if the internship site is willing to readmit the student.

If the original internship site to which the student was assigned is no longer willing to host the intern and there remains sufficient time in the semester to complete the internship successfully, an alternate internship site may be identified by the Internship Site Coordinator.

Once the student is reinstated into the internship program, in order to successfully progress through the internship, the student must sign a written agreement that the student must adhere to the recommendations of the WPUNJ Counseling, Health and Wellness Center, which could include periodic random drug testing, ongoing assessment, psychotherapy, etc... Any uncovered financial expense resulting from a failed drug test is the responsibility of the student.

Failure to comply with any recommendations and/or a subsequent failed drug test will result in cessation of the internship and failure of the corresponding internship course.

Email

The William Paterson University email account is the official form of email communication between the intern and the University. This is the only email address that will be used for communication between the Internship Site Coordinator, the faculty, and the intern. All Internship Site Supervisors will be informed of this.

Hours

The internship is a semester long experience. As stated previously, interns are required to complete a predetermined number of internship hours. Based on a 15-week experience, interns should expect to spend the following hours at their internship site per week:

| General track <i>(Spring Semester only)</i> | Health Education track <i>(Spring Semester only)</i> |
|---|--|
| ~16 hours per week | ~30 hours per week |
| 240 total hours (230 hours at site) | 480 total hours (440 hours at site) |

The total number of hours per week in the preceding table is approximate. Interns are responsible for creating an internship work schedule with their Internship Site Supervisor to ensure that the total number of internship hours is completed by the final day of the internship. The time at the site must be scheduled to meet the needs of the site and enable the intern to complete the required number of hours within the given timeframe.

At the time of internship site selection, it is imperative that the intern speak with the Internship Site Supervisor about any time-related parameters at the site that may impact the ability of the intern to complete the required number of hours, such as scheduled site closings, office renovations, staff retreats, staff vacations, etc.

Internship hours include all relevant work performed at the internship site (i.e., reading/research, training sessions, presentations) as well as any assignments that require work in another approved location (i.e., library research, conferences, meetings, telephone work, and meetings at WPUNJ.) Breaks and lunch are not to be included in the internship hours.

Interns are required to make up lost time due to personal illness and all other absences (i.e., car and personal problems). Excessive loss of internship hours due to illness or other extenuating circumstances should be brought to the attention of the Internship Site Coordinator as soon as possible.

Interns are responsible for noting all hours worked on a timesheet and ensuring that their supervisors check this on a weekly basis (see Timesheets).

Completion of the required number of internship hours MUST take precedence over all of the commitments, including outside employment, personal obligations, and other coursework.

Immunization Requirements

In some cases the internship site will require proof of immunization and/or additional immunizations. Students are expected to comply with the immunization requirements at each internship site to which students are assigned. Students will bear all expense associated with meeting these requirements not covered by the internship site.

Inclement Weather

Interns must adhere to the work schedule of their internship site, not that of William Paterson University. In the event of inclement weather, ***students should always use their best judgment when deciding to travel to the University or to an Internship Site.***

General guidelines for the completion of internship hours during inclement weather are as follows:

In the event that the University is closed and the internship site is also closed due to inclement weather, the student should not report to their internship site and will not earn any internship hours for that day. The intern should work with their Internship Site Supervisor to develop a plan to make-up any internship hours missed as a result of inclement weather.

In the event that the University is closed due to inclement weather but the internship site is open, the student should report to their internship site if they feel that it is safe to travel. If the student chooses not to report to their internship site on that day, they must inform their Internship Site Supervisor immediately and they will not earn any internship hours for that day. The intern should work with their Internship Site Supervisor to develop a plan to make-up any internship hours missed as a result of inclement weather.

In the event that the University is open but the internship site is closed due to inclement weather, the student should not report to their internship site and will not earn any internship hours for that day. The intern should work with their Internship Site Supervisor to develop a plan to make-up any internship hours missed as a result of inclement weather.

Intern's Evaluation of the Internship Site

All interns are required to complete an evaluation of the internship site after completion all of the required supervised hours, but before the deadline listed in the course syllabus. The evaluation will account for a portion of the final grade for the *Internship* course. The evaluation of the site provides feedback about the intern's subjective experience at the internship site, and will not be shared with any individuals from the internship site.

Internship Logs

All students are required to keep weekly logs highlighting all the relevant activities that occur during the week. In particular, interns should describe activities and experiences that improve their skills and competencies related to their individual projects and objectives. This log will be reviewed at the mandatory site visit/s.

The log should be used to describe intern's observations and feelings associated with particular events, duties, or interactions. A recording of people met, meetings attended, etc. will assist with the development of a professional network. It is important to record activities and skills so that an improved resume can be developed at the conclusion of the internship.

A separate timesheet must be kept and regularly submitted to the Internship Site Coordinator that includes a running total of hours completed toward the required number of internship hours (see Timesheet section in this manual).

Internship Site Orientation

In some cases, the internship site will require student interns to attend a mandatory orientation program. Interns are expected to comply with the orientation requirements at each internship site to which students are assigned. Students will bear all expenses associated with meeting these requirements not covered by the internship site.

If the orientation occurs before the student has begun the internship (i.e. before the first scheduled on-campus course meeting), the student may count those orientation hours toward the completion of the total number of hours required for the internship as long it is been previously approved by the Internship Site Coordinator.

If the orientation occurs after the intern has begun the internship (i.e. after the first scheduled on-campus course meeting), the intern may count those orientation hours toward the completion of the total number of hours required for the internship.

Outside Employment

Outside employment during the internship can prove to be challenging for interns who need to satisfy the 240-hour and 480-hour requirements. Interns should keep in mind that evening and weekend hours are most likely not available at the internship site. Internship sites shall not be expected to accommodate requests to schedule internship hours around outside employment activities. Interns need to remember that completing the required number of internship hours must take precedence over outside employment.

Parking

Parking at the internship site is the responsibility of the intern. Interns should speak with the Internship Site Supervisor to discuss parking arrangements and any related costs prior to accepting the internship.

Professional Conduct

Interns are responsible for meeting all of the internship site's professional expectations. These may include, but are not limited to:

- dress and grooming
- testing for substance use and abuse and/or criminal background checks
- updating immunizations
- timeliness
- confidentiality
- professional demeanor
- professional communication, both verbal and in written communication

Any violation of the internship site's code of conduct may result in the intern's removal from the internship site, resulting in failure of the *Internship* course. Interns are reminded that they will need favorable references from the Internship Site Supervisor and the Internship Site Coordinator when seeking future employment.

Site Visits

A site visit is an official visit by the Internship Site Coordinator to the internship location or another agreed upon location. The Internship Site Coordinator will schedule 1-2 scheduled site visits with each intern and their Internship Site Supervisor during the internship experience. The number of site visits is based on the degree program in which the intern is enrolled, as follows:

| B.S. in Public Health | |
|------------------------------|--------------------------------------|
| <i>General track</i> | <i>Health Education track</i> |
| 1 site visit | 2 site visits |

Most site visits occur within the first half of the semester. At that time, the Internship Site Coordinator will meet with the intern and the Internship Site Supervisor to discuss the intern's learning objectives for the semester, logistics, and any other issues that are appropriate.

Each site visit will last between 45-60 minutes and will occur in two parts.

1. The student intern: The student intern will have the opportunity to discuss in detail the work, project, and programs that they have been working on and discuss their specific contributions to these projects and how their contributions can/will impact the work/project/program overall. The Internship Site Coordinator will ask additional questions of the student to gather more information related to courses, skill set, and program improvements.
2. The site supervisor: The site supervisor will have the opportunity to discuss his/her experience as a site supervisor and their experience with the student intern. The site supervisor will discuss the student's strengths and areas for improvement, as well as areas where the student excels. The expectations of the site supervisor will be discussed along with any suggested improvements.

For Public Health - Health Education track interns, a second site visit will be held during the final six weeks of the semester and may occur either at the internship site or at a related location (i.e., a place where a program is being delivered). This will provide an opportunity to review and observe progress toward meeting the intern's objectives.

Site visits will be scheduled by the Internship Site Coordinator at a time that is convenient for the intern, Internship Site Supervisor, and the Internship Site Coordinator, as all three must be present. The site visit is a requirement of the Internship Program and must be completed before the end of the internship season.

If any problems arise during the internship placement that must be dealt with outside of a scheduled site visit, it is the intern's responsibility to make sure the Internship Site Coordinator is notified. If it is an emergency, the Internship Site Coordinator can be reached by contacting the Department of Public Health's administrative assistant at (973) 720-2394.

Spring Break and Holidays

Interns must adhere to the work schedule of their internship site, not that of William Paterson University. If an internship site is scheduled to be open, and the University is closed, the intern must report to work at their internship site.

Interns may be allowed to take the University scheduled spring break as long as it is approved by the Internship Site Supervisor. Hours lost due to this break must be made up in the remaining time available. Interns will not be allowed to extend the internship to accommodate this absence.

If the internship site observes a holiday (i.e., Martin Luther King Day, Good Friday, etc.), the intern must adhere to the holidays that are observed by the internship site. Interns should be aware that holiday policies differ from one internship site to another.

Supervision

Interns will work under the supervision of a trained professional, the Internship Site Supervisor. Internship Site Supervisors must meet with their interns on a weekly basis to discuss progress towards their stated learning objectives as well as to troubleshoot potential problems. Interns are responsible for notifying the Internship Site Coordinator if these meetings are not held.

Timesheets

All interns are required to keep a timesheet that records a running total of hours completed toward the required internship hours. This sheet must be signed by the Internship Site Supervisor or the assigned designee before submission to the Internship Site Coordinator. If neither are available, please send the time sheet to the Internship Site Coordinator on time and resubmit the time sheet with the signature once the signature has been secured.

Interns are required to complete and submit signed timesheets to the Internship Site Coordinator every two weeks by 4:00 pm on the due date. Timesheet due dates are listed on the final pages of this manual. The timesheets can be emailed, faxed, or delivered in-person to the Internship Site Coordinator. Emailing a photo of the time sheet is the most efficient method of submitting the time sheet as the email is date and time stamped.

An internship timesheet submitted after 4:00 pm on the due date is defined as a 'late timesheet.' A late timesheet will result in the reduction of the final internship course grade by one grade level for each late timesheet, as follows:

| Final Course Grade before any grade deduction | Adjusted Final Course Grade Due to Late Timesheet/s | | | | | |
|---|---|-------------------|-------------------|-------------------|-------------------|-------------------|
| | 1 late timesheet | 2 late timesheets | 3 late timesheets | 4 late timesheets | 5 late timesheets | 6 late timesheets |
| A | A- | B+ | B | B- | C+ | C |
| A- | B+ | B | B- | C+ | C | D+ |
| B+ | B | B- | C+ | C | D+ | D |
| B | B- | C+ | C | D+ | D | F |
| B- | C+ | C | D+ | D | F | F |
| C+ | C | D+ | D | F | F | F |
| C | D+ | D | F | F | F | F |

** Any grade highlighted constitutes a failing grade for this course, as the department Academic Standards require a minimum grade of C in all PBHL courses. As PBHL 4972 and 4973 are NOT repeatable courses, a student receiving a grade of D+, D, or F will be dismissed from the major.*

When filling in the time sheet, please remember to document hours in 15 minute increments. This will allow for easy calculation when adding your time. Please review the explanations below and use the rounding guides to better assist you. Remember to use your best judgment when tracking your hours to allow for a simple system to keep track of time.

It helps to think of the basic time conversions below when keeping track of total time. (Example, if you work a total of 7 hours and 45 minutes, you will log 7.75 hours).

- 15 minutes is a quarter of an hour, .25
- 30 minutes is a half of an hour, .50
- 45 minutes is three quarters of an hour, .75
- 60 minutes is one hour, 1.00

Rounding Guidelines for time recording: Please do not use “to-the-minute” time recordings such as;

Example -**TIME IN:** 9:03 a.m. **TIME OUT:** 4:38 p.m. (Incorrect)

Instead, use the rounding system,

TIME IN: 9:00 a.m. **TIME OUT:** 4:45 p.m. (Correct)

Use the rounding guidelines below.

- 7 min or less, round down to the hour. Greater than 7 min, round up to 15 min.
- 22 min or less, round down to 15 min. Greater than 22 min, round up to 30 min.
- 37 min or less, round down to 30 min. Greater than 37 min, round up to 45 min.
- 52 min or less, round down to 45 min. Greater than 52 min, round up to 1 hour.

Transportation

Transportation to and from the internship site is the intern's responsibility. Interns who will be using public transportation to travel to the internship site must notify both the Internship Site Coordinator and the Internship Site Supervisor before accepting an internship placement.

Some internship sites require interns to find their own transportation (i.e. drive their own cars) to meetings, events, programs, etc., off site. Interns should keep in mind that they are required to provide their own transportation. Interns will not be reimbursed for the resultant travel costs. It is the intern's responsibility to learn the transportation policy and demands of the internship site.

Some internship sites allow interns to drive vehicles that belong to the internship site when off-site travel is required. In the case of any motor vehicle accident during the internship, the Internship Site Coordinator must be immediately notified.

Travel Time

Travel time will be counted toward the total number of required internship hours when:

- The intern is required to travel to another internship work site location after reporting to the original internship site, or
- The intern is required to return back to the original internship site from the second internship work site location.

Travel time will not be counted toward the total number of required internship hours when:

- The intern is traveling to an alternate site for the day's activities (i.e. having to be somewhere for a 9:00 a.m. meeting), or
- The intern is traveling from home to WPU for the internship class session, or
- The intern is traveling from the internship site to WPU for the internship class session.

Work at Site beyond Required Hours

The University assumes no responsibility if a student decides to continue to volunteer or work at their internship site after the required internship hours are completed. Any such arrangements must be made directly between with student and the internship site without involvement of the University or the internship program.

Description of Potential Locations for Internship Placements

The Department of Public Health actively seeks out and nurtures partnerships with a wide array of public health agencies, organizations, and businesses with an interest in hosting student interns. A listing of past internships sites and sites with whom there is a current relationship will be reviewed in the *Introduction to Internship* course.

Note: Internship types and locations vary from year to year based on the availability of agencies willing to host interns. While every effort is made to accommodate student's interest, there is no guarantee that the requested type of internship or internship location will be available.

Potential internships sites generally fall into one of the following categories.

Assisted Living / Senior Living Facilities:

These types of facilities are responsible for the provision of services to the aged. Services provided by these agencies range from delivering Meals on Wheels to recreation therapy and facility management. Some settings address the needs of older adults who are independent and active. Others may focus on the needs of older adults who are less ambulatory or whose functioning is in some way impaired. Some facilities have a specialized focus such as care for patients with dementia, mobility issues, or other specific health problems.

Corporate / Business Organizations

Corporate and business placements offer interns the ability to work in settings vastly different from public and non-profit sites. These sites may offer the following services: health education, employee wellness, medical communication, research, project management, and program implementation opportunities in the corporate setting.

Hospitals / Health Care Centers

Hospitals offer a variety of services requiring public health, health education and administrative/managerial skills. Many offer programs in patient and community education. In addition, hospitals participate in research, marketing, and public relations activities. Hospital internships will vary according to the size of the facility, location, supervisor, and the prior experience of the intern. Many hospitals have satellite clinics, mobile units and contracts with local health departments that provide direct services to clients.

Municipal and County Health Departments

Municipal and county health departments offer a variety of entry-level opportunities for interns. The scope and nature of the activities performed and the work environment is influenced by the location of the department.

County health departments focus on environmental safety, sanitation, health education, bioterrorism planning and preparedness, risk communication and community needs assessment. Oftentimes, coalitions are formed at the local and municipal levels to address the needs of their communities.

Non-Profit Agencies

Not-for-profit agencies range from small, local organizations funded by communities or grants to large national agencies receiving support from parent organizations and large-scale fundraising campaigns. Most of these agencies have a single focus (ie. the American Heart Association), and provide a variety of services ranging from community health education to medical care. Other agencies are multi-purpose and provide a variety of different programs, including health advocacy, program management, direct services, and community awareness campaigns.

Prevention Agencies

A specialized form of a not-for-profit agency, prevention agencies work with community based partners including educators, law enforcement, politicians, businesses, fraternal organizations, faith-based communities, hospitals and clinicians, emergency medical services, substance abuse treatment providers, and other not-for-profit agencies to create community-based programs aimed at the prevention of alcohol, drug, and tobacco use and abuse. Many of these agencies extended their work into related issues, including violence prevention, the prevention of bullying, the promotion of mental health, strengthening families, and suicide prevention.

University / College Health Promotion Programs

Universities often offer health promotion and disease prevention programs to their students and employees, and therefore can be an excellent internship setting. Some universities also provide services to local communities, either in collaboration with established community partnerships or through philanthropic or grant-related work. Universities also offer opportunities for experience in public health research.

For more information...

Additional detailed information about potential internship placement can be obtained from the Internship Site Coordinator.

At no time should a student take it upon themselves to contact a potential internship site. All University contacts with potential internships sites must be made by the Internship Site Coordinator.

And of course, you may always contact the chairperson or any other faculty member should you have questions or concerns.

Internship Sites

2013-2017

The maps on the following pages display the agencies that have hosted William Paterson University Department of Public Health interns over the past few years. These maps provide a nice overview of the diversity of agencies that host interns, as well as the varied geographic regions where interns are placed.

It can be useful for potential interns to browse through these maps and identify potential locations for internships, particularly if geography plays a role in the selection of an internship site.

The maps clearly illustrate that the majority of internship sites are located in Northern New Jersey, primarily in Bergen, Passaic, Essex, and Morris Counties. For interns who will be residing outside of these areas, it is important that the search for an internship site begin early and involve significant contact and consultation with the Internship Site Coordinator.

It is also important to note that just because a site appears on these maps, it may no longer host interns. It is also critical to understand that some sites will only host interns from a particular degree program.

For example, some sites will only host a Public Health intern because they are not able to provide a Health Education intern with 440 hours of meaningful work. Other sites may only choose to host a Public Health Education intern because the Public Health General program is missing coursework deemed necessary by the internship site.

Department of Public Health 2013 Internship Sites

PASSAIC COUNTY

Paterson

- Community Health Center, School 5, Outreach Clinic
- OASIS
- Partnership for Maternal and Child Health of Northern NJ
- Passaic County Division of Mental Health & Addiction Svcs
- St. Joseph's Regional Medical Center

Wayne

- William Paterson University Counseling, Health & Wellness
- United for Prevention in Passaic County

BERGEN COUNTY

Englewood

- Englewood Health Department

Hackensack

- Bergen County Department of Health Services
- Hackensack Department of Health

Hasbrouck Heights

- Occupational Safety and Health Administration

Rochelle Park

- TKL Research, Inc.

Rutherford

- Felician College

Saddle River

- Sunrise Assisted Living at Saddle River

Teaneck

- Holy Name Medical Center

Wycoff

- HealthBarn USA

UNION COUNTY

Elizabeth

- Trinitas Regional Medical Center

Roselle

- Prevention Links

SUSSEX COUNTY

Newton

- The Center for Prevention and Counseling

MIDDLESEX COUNTY

New Brunswick

- Hyacinth AIDS Foundation



ESSEX COUNTY

Fairfield

- American Red Cross

Montclair

- Hackensack University Medical Center - Mountainside

Newark

- Planned Parenthood of Metropolitan New Jersey
- Prevent Child Abuse, New Jersey

MORRIS COUNTY

Denville

- Alzheimer's Association
- Denville Township Health Department

Madison

- Drew University

Morristown

- Verizon Wireless, Employee Health & Wellness

Pompton Plains

- Chilton Hospital

SOMERSET COUNTY

Green Brook

- Middle Brook Regional Health Commission

Somerville

- Robert Wood Johnson Univ. Hospital at Somerset Medical Center

CAMDEN COUNTY

Camden

- Camden Area Health Education Center

Department of Public Health 2014 Internship Sites

PASSAIC COUNTY

Clifton

- City of Clifton Health Department

Paterson

- Eva's Village
- Passaic County Division of Mental Health & Addiction Svcs
- Passaic County Health Department

Wayne

- Wayne Alliance
- Wayne Department of Health
- William Paterson University Violence Prevention Program
- United for Prevention in Passaic County

BERGEN COUNTY

Englewood

- Englewood Health Department

Hackensack

- Bergen County Department of Health Services
- Hackensack University Medical Center

Ridgewood

- The Valley Hospital

River Vale

- Spectrum for Living

Saddle River

- Sunrise Assisted Living at Saddle River

UNION COUNTY

Elizabeth

- Trinitas Regional Medical Center

Summit

- Susan G Koman Foundation

ESSEX COUNTY

Irvington

- Partnership for Maternal and Child Health

MORRIS COUNTY

Denville

- Denville Township Health Department
- Saint Clare's Hospital



HUDSON COUNTY

Hoboken

- Hoboken University Medical Center

SOMERSET COUNTY

Green Brook

- Middle Brook Regional Health Commission

Somerset

- Robert Wood Johnson Univ. Hospital at Somerset Medical Center

Somerville

- Somerset County Health Department

MIDDLESEX COUNTY

Cranbury

- Endo Pharmaceuticals

MONMOUTH COUNTY

Monmouth

- Monmouth County Health Department

CUMBERLAND COUNTY

Millville

- Cumberland County Health Department

CAMDEN COUNTY

Blackwood

- Rowan School of Osteopathic Medicine

Department of Public Health 2015 Internship Sites



PASSAIC COUNTY

Clifton

- City of Clifton Health Department

Passaic

- City of Passaic Health Department

Paterson

- OASIS Haven for Women and Children
- Passaic County Division of Mental Health and Addiction Services
- Passaic County Health Department
- SNAP-ED
- St. Joseph's Regional Medical Center
- St. Joseph's WIC Program
- Well of Hope

Wayne

- United for Prevention in Passaic County

BERGEN COUNTY

Fair Lawn

- Borough of Fair Lawn Health Department

Hackensack

- American Cancer Society
- City of Hackensack Health Department
- CJ Foundation for SIDS
- Hackensack University Medical Center / Hackensack UMC
- SNAP-ED
- The Center for Alcohol and Drug Resources

Hasbrouck Heights

- Occupational Safety and Health Administration (OSHA)

Maywood

- Hackensack University Medical Center / Hackensack UMC

Paramus

- The Valley Hospital Health System

Ridgewood

- Borough of Ridgewood Division of Health

Saddle River

- Sunrise at Saddle River

Teaneck

- Holy Name Medical Center

Upper Saddle River

- Med Assets

Waldwick

- Northwest Bergen Regional Health Commission

Wyckoff

- Health Barn, USA

ESSEX COUNTY

Belleville

- Clara Maass Medical Center / Barnabas Health

Fairfield

- Consumer Product testing Company

Irvington

- Partnership For Maternal and Child Health

Newark

- City of Newark Health Department

Verona

- Verona Health Department

SUSSEX COUNTY

Lake Hopatcong

- Jefferson Township Health Department

Newton

- The Center for Counseling and Prevention

MORRIS COUNTY

Denville

- Denville Health Department

Dover

- Partnership for Maternal and Child Health

Montclair

- Hackensack University Medical Center / Mountainside

Morristown

- Morristown Medical Center / Atlantic Health Care

Parsippany

- Occupational Safety and Health Administration (OSHA)

Pompton Plains

- Chilton Medical Center

HUDSON COUNTY

Secaucus

- Hudson Partnership Care Management Organization (CMO)

UNION COUNTY

Elizabeth

- Trinitas Regional Medical Center

Summit

- Susan G. Koman Foundation

SOMERSET COUNTY

Basking Ridge

- Reproductive Medicine Association of New Jersey

Somerville

- Robert Wood Johnson University Hospital / Somerset Medical Center
- Somerset Health Department
- Zufall Health Center

MIDDLESEX COUNTY

Avenel

- Occupational Safety and Health Administration (OSHA)

Piscataway

- Gentle Care

HUNTERDON COUNTY

Flemington

- Hunterdon County Health Department

OCEAN COUNTY

Lakewood

- New Jersey Prevention Network

BURLINGTON COUNTY

Westampton

- Burlington County Health Department

ATLANTIC COUNTY

Egg Harbor

- Atlantic Care

NEW YORK STATE

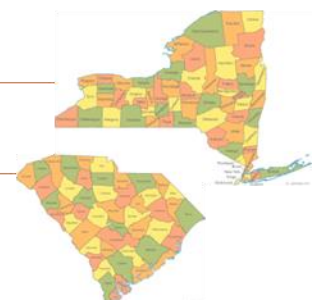
Morristown

- Orange Regional Medical Center

SOUTH CAROLINA

Charleston

- Keeping Charleston Beautiful



Department of Public Health 2016 Internship Sites



PASSAIC COUNTY

Clifton

- City Green
- City of Clifton Health Department

Passaic

- WIC – City of Passaic

Paterson

- New Jersey Community Development Corporation
- Partnership for Maternal and Child Health
- Passaic County Division of Mental Health & Addiction Svcs
- Passaic County Health Department
- St. Joseph’s Regional Medical Center
- WIC – St. Joseph’s Regional Medical Center

Wayne

- Preakness Health Center
- Toys-R-Us: Global Corporate Wellness
- United for Prevention in Passaic County

BERGEN COUNTY

Englewood

- Englewood Health Department

Fair Lawn

- Fair Lawn Health Department
- The Center for Alcohol and Drug Resources

Hackensack

- American Cancer Society
- CJ Foundation for SIDS
- Hackensack University Medical Center
- SNAP – Hackensack

Hasbrouck Heights

- Occupational Safety and Health Administration

Maywood

- Hackensack University Medical Center

Montvale

- Spectrum for Living

Paramus

- Offices of Dr. LJ Barancato

Ridgewood

- HealthBarn USA
- The Valley Hospital

River Vale

- Spectrum for Living

Rochelle Park

- Bergen’s Promise

Saddle River

- Sunrise Assisted Living at Saddle River

Waldwick

- Northwest Bergen County Utilities Authority

UNION COUNTY

Roselle Park

- Prevention Links

Summit

- Susan G Koman Foundation

Westfield

- Westfield Regional Health Department

GLOUCESTER COUNTY

Clayton

- SNAP – Gloucester County

ESSEX COUNTY

Irvington

- Township of Irvington Health Department
- Partnership for Maternal and Child Health

Montclair

- Hackensack UMC Mountainside

Newark

- The Masakhane Center

Orange

- ADAPT – The Essex County Prevention Coalition

MORRIS COUNTY

Boonton

- Boonton Township Health Department

Harding

- Great Swamp Watershed Association

Madison

- Madison Health Department

Morristown

- Morris County Health Department
- Morristown Medical Center – Atlantic Health System

Pompton Plains

- Chilton Medical Center – Atlantic Health System

Rockaway

- The Wellness Gala

HUDSON COUNTY

Secaucus

- Partners in Prevention

SOMERSET COUNTY

Green Brook

- Middle Brook Regional Health Commission

Somerset

- Robert Wood Johnson Univ. Hospital at Somerset Medical Center

MIDDLESEX COUNTY

Avenel

- Occupational Safety and Health Administration

Iselin

- The Arthritis Foundation

Piscataway

- The Center for Alcohol Studies

MONMOUTH COUNTY

Ocean

- Monmouth County Regional Health Commission

CUMBERLAND COUNTY

Millville

- Cumberland County Health Department

CAMDEN COUNTY

Blackwood

- Camden County Health Department

MERCER COUNTY

Lawrenceville

- NJ Coalition Against Sexual Assault (NJ CASA)

NEW YORK STATE

Goshen

- Orange County Citizens Foundation

New York City

- Educational Alliance



Department of Public Health 2017 Internship Sites



BERGEN COUNTY

Basking Ridge

- Verizon

Englewood

- Englewood Health Department

Fairfield

- Consumer Product Testing

Fair Lawn

- The Center for Alcohol and Drug Resources

Hackensack

- Hackensack University Medical Center

Hasbrouck Heights

- Occupational Safety and Health Administration

Little Ferry

- Bergen County Utilities Authority

Maywood

- Hackensack University Medical Center

Oakland

- Push to Walk

Paramus

- The Valley Hospital – Valley Health System

Ridgewood

- HealthBarn USA
- YWCA of Bergen County

Rochelle Park

- Bergen’s Promise

Saddle River

- Brighton Gardens of Saddle River
- Sunrise Assisted Living at Saddle River

Waldwick

- Northwest Bergen County Utilities Authority

ESSEX COUNTY

Belleville

- Clara Maass Medical Center

East Orange

- East Orange Health Department

Irvington

- Partnership for Maternal and Child Health
- Township of Irvington Health Department

Orange

- ADAPT – The Essex County Prevention Coalition

HUDSON COUNTY

Jersey City

- Hyacinth AIDS Foundation

West New York

- West New York Health Department

SOMERSET COUNTY

Somerville

- Empower Somerset

MORRIS COUNTY

Dover

- Morris County Family Success Center

Harding

- Great Swamp Watershed Association

Morristown

- Morris County Office of Health Management
- Morristown Medical Center – Atlantic Health System

Parsippany

- Occupational Safety and Health Administration

Pompton Plains

- Chilton Medical Center – Atlantic Health System
- Pequanock Township Health Department

PASSAIC COUNTY

Clifton

- City Green
- City of Clifton Health Department

Passaic

- WIC – City of Passaic

Paterson

- Eva’s Village
- New Jersey Community Development Corporation
- NJ SNAP-Ed – Rutgers Cooperative Extension of Passaic County
- Partnership for Maternal and Child Health
- Passaic County Division of Mental Health & Addiction Services
- Passaic County Health Department
- St. Joseph’s Regional Medical Center
- Well of Hope
- WIC – St. Joseph’s Regional Medical Center

Totowa

- Passaic Valley Water Commission

Wayne

- Preakness Healthcare Center
- United for Prevention in Passaic County
- William Paterson University – Counseling, Health & Wellness

West Milford

- West Milford Health Department

UNION COUNTY

Elizabeth

- Trinitas Regional Medical Center

Roselle Park

- Prevention Links

Internship Forms



Public Health
Prevent. Promote. Protect.



Internship Site Interest Form

This form must be completed before scheduling an individual appointment with the Internship Site Coordinator to discuss the internship site placement.

Name: _____

Major: Public Health – General Public Health – Health Education

In the space below, please indicate your areas of interest.

| Public Health Areas of Interest | Very Interested (select at least 3) | Somewhat Interested (select at least 3) | Not Interested |
|---|---|---|--------------------------|
| Access to Health Care / Health Disparities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Aging / Senior Care | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Behavioral Health | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Chronic Disease | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Environmental Health | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Health Communication / Social Media | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Health Education / Promotion (PBHL-HED majors only) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Health Services Management /Administration | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maternal & Child Health / Women’s Health | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Occupational Health / Workplace Health | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Public Health Nutrition | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Research / Epidemiology | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Substance Abuse / Violence Prevention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Type of Internship Site: Read pages 25-26 | Very Interested (select at least 2) | Somewhat Interested (select at least 2) | Not Interested |
|--|---|---|--------------------------|
| Assisted Living / Senior Living Facility | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Corporate / Business Organization | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hospital / Health Care Center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Municipal / County Health Department | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Non-Profit Agency | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Prevention Agency | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| University / College Health Promotion Program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Internship types and locations vary from year to year based on the availability of agencies willing to host interns. While every effort is made to accommodate student’s interests, there is no guarantee that the requested type of internship or internship location will be available.



Internship Site Research Form

This form must be completed before scheduling an individual appointment with the Internship Site Coordinator to discuss the internship site placement.

Student Name: _____

Site Name: _____

- | | | |
|---|---------------------------------------|--|
| 1. Have you reviewed the website of this agency? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. Do you understand the type of work that this agency does? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. How would you get to this site if offered placement? | <input type="checkbox"/> Personal Car | <input type="checkbox"/> Public Transportation |
| 4. How many miles is this site from your place of residence during the internship season? How long would a typical trip to the site take? | | _____ miles |
| (Note: The Department of Public Health considers travel time up to 75 mins a reasonable amount of time to get to an internship site.) | | _____ minutes |

Below, describe why you would be interested in completing an internship at this site:

Site Name: _____

- | | | |
|---|---------------------------------------|--|
| 1. Have you reviewed the website of this agency? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. Do you understand the type of work that this agency does? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. How would you get to this site if offered placement? | <input type="checkbox"/> Personal Car | <input type="checkbox"/> Public Transportation |
| 4. How many miles is this site from your place of residence during the internship season? How long would a typical trip to the site take? | | _____ miles |
| (Note: The Department of Public Health considers travel time up to 75 mins a reasonable amount of time to get to an internship site.) | | _____ minutes |

Below, describe why you would be interested in completing an internship at this site:



Internship Interview Checklist

This checklist is designed to help students understand and clarify the site requirements. Please ask the interviewer the following questions during your interview.

Questions about general internship site requirements:

| | | | | |
|-----------|--|-------------------------------------|---------------------------------------|---|
| 1. | How much traveling will be required during the internship? (ie. To off-site meetings or programs) | <input type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Rarely |
| | | Daily or several times per week | Once weekly or biweekly | Once monthly or never |
| 2. | If travel is required, is there a reimbursement program for miles driven? | <input type="checkbox"/> Yes | | <input type="checkbox"/> No |
| 3. | Is parking available at the site? | <input type="checkbox"/> Yes | | <input type="checkbox"/> No |
| 4. | Is parking free or is there a fee to park? | <input type="checkbox"/> Free | | <input type="checkbox"/> Fee \$____/day |
| 5. | Do you require proof of immunization? | <input type="checkbox"/> Yes | | <input type="checkbox"/> No |
| | If yes, which immunizations? | | | |
| 6. | Do you require interns to submit to a drug screening? | <input type="checkbox"/> Yes | | <input type="checkbox"/> No |
| | If yes, is there a cost? | <input type="checkbox"/> Yes \$____ | | <input type="checkbox"/> No |
| 7. | Do you require interns to submit to criminal background checks? | <input type="checkbox"/> Yes | | <input type="checkbox"/> No |
| | If yes, is there a cost? | <input type="checkbox"/> Yes \$____ | | <input type="checkbox"/> No |
| 8. | How soon do you think you will be making a decision about placement? | _____ | | |

9. What types of projects could I expect to be working on at your agency? (If not already addressed)

List at least 3 additional questions to ask at your interview:

| | |
|-----------|--|
| 1. | |
| 2. | |
| 3. | |

Notes about the interview:



**WILLIAM
PATERSON
UNIVERSITY**

DEPARTMENT OF PUBLIC HEALTH
300 POMPTON ROAD • WAYNE, NEW JERSEY 07470-2103
973.720.2394 FAX 973.720.2215 • WWW.WPUNJ.EDU

Internship Site Registration Form

*This form must be completed and
returned to the Internship Site Coordinator
by the due date.*

Student Information:

Name: _____

Address: _____

Phone: _____

Email: _____

Internship Site Information:

Name of site: _____

Address: _____

Site Supervisor: _____

Title: _____

Phone: _____

E-mail Address _____

Comments:

With the submission of this Internship Site Registration form, I, the undersigned, verify that I have selected the above internship site for my required internship placement. I understand that I am responsible for my own travel to and from this location. I will adhere to the policies and regulations of the William Paterson University Department of Public Health Internship Program (as outlined in the Internship Manual and course syllabi) and the policies and procedures of the selected internship site.

Print Name Here

Signature

Date



WILLIAM PATERSON UNIVERSITY

DEPARTMENT OF PUBLIC HEALTH
300 POMPTON ROAD • WAYNE, NEW JERSEY 07470-2103
973.720.2394 FAX 973.720.2215 • WWW.WPUNJ.EDU

2018 Internship Timesheet

To be submitted every 2 weeks – ✓ timesheet period in table below

| | |
|---|---|
| <input type="checkbox"/> Period 1 1/15/18-1/26/18 | <input type="checkbox"/> Period 5 3/12/18-3/23/18 |
| <input type="checkbox"/> Period 2 1/29/18-2/9/18 | <input type="checkbox"/> Period 6 3/26/18-4/6/18 |
| <input type="checkbox"/> Period 3 2/12/18-2/23/18 | <input type="checkbox"/> Period 7 4/9/18-4/20/18 |
| <input type="checkbox"/> Period 4 2/26/18-3/9/18 | <input type="checkbox"/> Period 8 4/23/18-5/4/18 |

Intern: _____ Internship Site Supervisor: _____

Internship Site: _____

Table 1: Complete the information above and place a check in the box next to the correct time period. Fill out the information below. After filling out the information for each day, calculate the total number of hours you worked for this time period, minus the number of minutes you spent at lunch or on a break. Information MUST be included in each column below.

| Day | Date | Time In | Time Out | Lunch & Break | Total Hours (do not include the # of minutes at lunch/break) | Summary of Activity |
|--|------|---------|----------|---------------|---|---------------------|
| Monday | | | | minutes | | |
| Tuesday | | | | minutes | | |
| Wednesday | | | | minutes | | |
| Thursday | | | | minutes | | |
| Friday | | | | minutes | | |
| Saturday | | | | minutes | | |
| Sunday | | | | minutes | | |
| Monday | | | | minutes | | |
| Tuesday | | | | minutes | | |
| Wednesday | | | | minutes | | |
| Thursday | | | | minutes | | |
| Friday | | | | minutes | | |
| Saturday | | | | minutes | | |
| Sunday | | | | minutes | | |
| TOTAL NUMBER OF HOURS EARNED THIS TIME PERIOD → | | | | | | |

| Table 2: Keep track of your total number of internship hours for each time period. | | | | | | | | Total Number of Hours Earned Add together the hours from all periods and indicate the total below. |
|--|----------|----------|----------|----------|----------|----------|----------|---|
| Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 | Period 8 | |
| hours | hours | hours | hours | hours | hours | hours | hours | TOTAL HOURS |

| Table 3: Calculate the total number of hours that you have remaining. | | | | |
|---|---|-------------------------------------|---|---------------------------------|
| Number of Hours Required ¹ | - | Number of Hours Earned ² | = | Total Number of Hours Remaining |
| hours required | | hours earned | | hours remaining |

¹ Classroom hours are NOT included on internship timesheets. Public Health-General majors are required to complete 230 internship hours at their site; Public Health-Education majors are required to complete 440 internship hours at their site.

² This is the total number of hours from Table 2

INTERNSHIP SITE SUPERVISOR SIGNATURE: _____ DATE: _____



Preliminary Assessment of Intern

To be completed by Internship Site Supervisor

Instructions: This form is to be filled out by the Internship Site Supervisor after the approximately one-half of the internship hours are completed. Feedback from the Internship Site Supervisor is critical in order to assess the degree to which the student intern meets basic performance expectations and to ensure that the internship experience meets WPUNJ’s educational objectives.

Intern Name: _____ **Date:** _____

Agency Name: _____

Site Supervisor Name: _____

Overall assessment of intern’s work habits and interpersonal skills:

| Please indicate the extent to which the intern: | Always | Most of the time | Sometimes | Rarely |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Was punctual | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Was dependable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Worked independently | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Completed tasks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Followed instructions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Accepted constructive criticism | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cooperated with colleagues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Was motivated | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Had a positive attitude | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Had a professional appearance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Contributed at meetings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Respected authority | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Worked within professional limits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Functioned as a team member | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Communicated effectively in writing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Communicated effectively verbally | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Based on your overall observation of the intern’s performance at the end point of the internship, to what degree do you agree with each of the following statements?

| | Strongly Agree | Agree | Neutral/ Unsure | Disagree | Strongly Disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| This intern exhibits the degree of professionalism that is expected of my profession. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would recommend this intern to a colleague who was looking to fill a vacant position in a field related to the work done by my agency. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would consider hiring this intern if there was a vacant position in my agency. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Overall assessment of intern’s public health knowledge and skills:

| Please indicate the extent to which the intern was prepared to: | Unprepared ← → Very Prepared | | | | | Not Observed |
|--|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Discuss the role of gender, race, ethnicity, and other evolving demographics in affecting population health. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Identify public health and related roles and responsibilities of government, non-governmental agencies & private organizations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Explain the organizational structure, financing, and delivery of personal health care and public health services impact population health. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Conduct a literature search on a health issue using a variety of academic and public resources. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Analyze ethical concerns and conflicts of interest that arise in the field of public health. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| List the leading causes of mortality, morbidity, and health disparities among local, regional, and global populations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Utilize scientific data, including tools of informatics, and other information for assessing the well-being of a community. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Apply the multiple determinants of health. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Discuss the importance of community engagement in promoting population health and social justice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Engage in collaborative and interdisciplinary approaches to teamwork for improving population health. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Answer the following only if you are supervising a health education intern: | | | | | | |
| Assess Health Education Needs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Plan Health Education Strategies, Interventions, and Programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Implement Health Education Strategies, Interventions, and Programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Conduct Evaluations and Research Related to Health Education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Administer Health Education Strategies, Interventions, and Programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Serve as a Health Education Resource Person | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Communicate and Advocate for Health and Health Education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please share with us any further comments you have about this intern’s performance:

Based on your observations to, what grade would you assign the intern at the mid-point of this experience using the WPUNJ grading system, shown below:

| Grading Scale | | | | | | | | | |
|---------------|---------|-----------|--------|-----------|--------|-----------|----------|----------|--------|
| A | 93-100% | B+ | 87-89% | B- | 80-82% | C | 70-76% | D | 60-66% |
| A- | 90-92% | B | 83-86% | C+ | 77-79% | D+ | 67- 69 % | F | <60% |

Letter Grade _____ Numerical Grade _____ %

Please provide both a letter grade and a numerical grade. The numerical grade should be a whole number, not a range. This grade is used to gauge performance at the mid-point of the internship. It will not figure into the calculation of the intern’s final grade. Only the Final Internship Assessment Form will be used in the calculation of the final grade.

Internship Site Supervisor Signature

Date

Intern Signature

Date

Please return this assessment by email to jaimec2@wpunj.edu or fax – 973-720-2215



Final Assessment of Intern

To be completed by Internship Site Supervisor

Instructions: This form is to be filled out by the Internship Site Supervisor after the internship hours are completed. Feedback from the Internship Site Supervisor is critical in order to assess the degree to which the student intern meets basic performance expectations and to ensure that the internship experience meets WPUNJ's educational objectives.

Intern Name: _____ **Date:** _____

Agency Name: _____

Site Supervisor Name: _____

Overall assessment of intern's work habits and interpersonal skills:

| Please indicate the extent to which the intern: | Always | Most of the time | Sometimes | Rarely |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Was punctual | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Was dependable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Worked independently | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Completed tasks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Followed instructions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Accepted constructive criticism | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cooperated with colleagues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Was motivated | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Had a positive attitude | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Had a professional appearance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Contributed at meetings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Respected authority | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Worked within professional limits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Functioned as a team member | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Communicated effectively in writing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Communicated effectively verbally | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Based on your overall observation of the intern's performance at the end point of the internship, to what degree do you agree with each of the following statements?

| | Strongly Agree | Agree | Neutral/ Unsure | Disagree | Strongly Disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| This intern exhibits the degree of professionalism that is expected of my profession. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would recommend this intern to a colleague who was looking to fill a vacant position in a field related to the work done by my agency. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would consider hiring this intern if there was a vacant position in my agency. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Overall assessment of intern's public health knowledge and skills:

| Please indicate the extent to which the intern was prepared to: | Unprepared ← →Very Prepared | | | | | Not Observed |
|--|-----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Discuss the role of gender, race, ethnicity, and other evolving demographics in affecting population health. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Identify public health and related roles and responsibilities of government, non-governmental agencies & private organizations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Explain the organizational structure, financing, and delivery of personal health care and public health services impact population health. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Conduct a literature search on a health issue using a variety of academic and public resources. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Analyze ethical concerns and conflicts of interest that arise in the field of public health. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| List the leading causes of mortality, morbidity, and health disparities among local, regional, and global populations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Utilize scientific data, including tools of informatics, and other information for assessing the well-being of a community. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Apply the multiple determinants of health. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Discuss the importance of community engagement in promoting population health and social justice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Engage in collaborative and interdisciplinary approaches to teamwork for improving population health. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Answer the following only if you are supervising a health education intern: | | | | | | |
| Assess Health Education Needs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Plan Health Education Strategies, Interventions, and Programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Implement Health Education Strategies, Interventions, and Programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Conduct Evaluations and Research Related to Health Education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Administer Health Education Strategies, Interventions, and Programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Serve as a Health Education Resource Person | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Communicate and Advocate for Health and Health Education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please share with us any further comments you have about this intern's performance:

Based on your observation over the entirety of the internship experience, what final grade would you assign to this intern using the WPUNJ grading system, shown below:

| Grading Scale | | | | | | | | | |
|---------------|---------|-----------|--------|-----------|--------|-----------|----------|----------|--------|
| A | 93-100% | B+ | 87-89% | B- | 80-82% | C | 70-76% | D | 60-66% |
| A- | 90-92% | B | 83-86% | C+ | 77-79% | D+ | 67- 69 % | F | <60% |

Final Letter Grade _____ Final Numerical Grade _____%

Please provide both a letter grade and a numerical grade. The numerical grade should be a whole number, not a range. The grade indicated on this Final Internship Assessment Form will be used in the calculation of the final grade.

Internship Site Supervisor Signature

Date

Intern Signature

Date

Please return this assessment by email to jaimec2@wpunj.edu or fax – 973-720-2215



Intern Self-Assessment & Site Evaluation Form

To be completed by the intern after completion of the required number of internship hours

Instructions: As you reflect on your internship experience, it is critical that the Department of Public Health receives feedback about your experience at your internship site. This information will not be shared with individuals at your site, but they may be made available to future WPUNJ students. Please complete all four parts of the following assessment and evaluation. Submit it to your faculty instructor on or before the due date indicated in your course syllabus.

Part 1: Intern’s Narrative Evaluation of Internship Site

Please type your thorough and honest answers to each of the following questions (minimum 500 word total):

1. What is the full name and location of your site?
2. How did your site support you in your learning? Provide multiple specific examples.
3. What were some of the challenges to learning that you faced while at your site? Provide multiple specific examples.
4. Please share anything specific about your site that would be helpful for a future intern to know.

Part 2: Intern’s Evaluation of the Internship Site

| Please check the box that best corresponds to your thoughts. | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The physical work environment was conducive to learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I was provided with my own physical area in which to do my work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The site provided me with all of the materials I needed in order to do my work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In general, my interactions with the staff were positive. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I received adequate supervision at my site. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I had a reasonable amount of work to do at my site. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I felt like a part of the team at my site. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The work I completed at the site was interesting. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The work I completed at my site was relevant to my major. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall, the site placement provided me with professional growth. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall, the site placement provided me with opportunities to apply classroom knowledge in the field. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall, the site placement allowed me to meet my internship learning objectives. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would recommend this site to a fellow student. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Part 3: Intern’s Self-Assessment of Public Health Knowledge and Skills

| Please indicate the extent to which you feel prepared to: | Unprepared ← →Very Prepared | | | | |
|--|-----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Discuss the role of gender, race, ethnicity, and other evolving demographics in affecting population health. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Identify public health and related roles and responsibilities of government, non-governmental agencies & private organizations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Explain the organizational structure, financing, and delivery of personal health care and public health services impact population health. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Conduct a literature search on a health issue using a variety of academic and public resources. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Analyze ethical concerns and conflicts of interest that arise in the field of public health. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| List the leading causes of mortality, morbidity, and health disparities among local, regional, and global populations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Utilize scientific data, including tools of informatics, and other information for assessing the well-being of a community. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Apply the multiple determinants of health. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Discuss the importance of community engagement in promoting population health and social justice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Engage in collaborative and interdisciplinary approaches to teamwork for improving population health. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Answer the following only if you are a health education student: | | | | | |
| Assess Health Education Needs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Plan Health Education Strategies, Interventions, and Programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Implement Health Education Strategies, Interventions, and Programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Conduct Evaluations and Research Related to Health Education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Administer Health Education Strategies, Interventions, and Programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Serve as a Health Education Resource Person | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Communicate and Advocate for Health and Health Education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Part 4: Intern’s Contact Information

As required by our program accreditation from the Council on Education for Public Health (CEPH), the WPUNJ Department of Public Health stays in contact with alumni to hear about your future career and /or your continued educational pursuits. Next year, we will send you a survey by email that will help us in collecting data about your post-graduate experiences as well as invitations to department-sponsored alumni events and opportunities for class guest lectures. On the line below, please provide a non-WPUNJ email that you check on a regular basis:

Non-WPUNJ Email Address: _____

Resources



Public Health
Prevent. Promote. Protect.

TIP SHEET FOR OUTLINING A RESUME

Jennifer Maria Smith

567 Rose Lane ♦ Wayne, NJ 81207 ♦ (960) 555-0112 ♦ someone@example.com

Your name should be clearly displayed at the top of your resume, in a font larger than the rest of your resume, so that it stands out, as illustrated above. Your contact information (mailing address, phone, and email) should also be included at the top of your resume to make it easy for interviewers to find. This information should be repeated at the top of each page.

Objective _____

Your one-sentence objective should describe your desired job position and the field that you are interested in. It should also demonstrate the relevant value that you bring to the job. This sentence should add value to your resume.

Education _____

List your highest level of degree first. For each college/university list the full name of the university and its location. List your degree program (do not abbreviate here or anywhere in your resume). List your graduation date (for Associates degrees) and anticipated graduation dates for degrees in progress. Do NOT list a non-stellar GPA (anything less than a 3.2 should not be listed). Do not include high school. Do not include the coursework you have completed. Do list a minor if you have one.

Certifications _____

If you hold any relevant certifications, list them here with the name of the certification, the name of the certifying agency, and the expiration date of the certification. Delete this section if it does not apply.

Employment History _____

This section can be titled 'Professional Experience', 'Work History', etc... This section should list all of the paying jobs you have had (if you have had many, you may decide to edit the oldest out). List jobs starting with the most recent first. Each job listing should include the following information: name and location of employers, dates that you worked there, your job title. For each job, you should include a bullet list of 2-4 of your most relevant job duties AND the results that you produced while at the job. Quantify anything that can be measured in this section. Use action oriented words to describe your job duties (see following pages).

Volunteer Experience _____

This section follows the same rules as the employment history section, except that you should limit your descriptive bullets to 1 or two only.

Skills _____

This section should include relevant SKILLS, not PERSONALITY traits. SKILLS are things you can do, like computer skills, web design skills, and foreign language skills. PERSONALITY traits are aspects about who you are, like your interpersonal communication style or time management ability → these DO NOT belong on a resume.

The areas on your resume should appear in this order, with the objective and education sections first. You may not have all of the above areas, depending on your experiences. You may also have additional areas (such as awards/honors or leadership positions).

TIP SHEET FOR WRITING A RESUME

GENERAL RULES:

- Personal interests/hobbies and your references do not belong on a resume.
- Use at least 10-point font. Use simple fonts (Ariel, Calibri, Times, Calisto). Use black ink. Do not type in all caps, or overuse bolded, underlined, or italicized text.
- Use Microsoft Word resume templates. They are free, easy to use, and make your resume look professional!
- Don't lie or exaggerate anywhere on your resume, especially education and work history.
- Proofread – spelling and grammar mistakes are unacceptable.
- Unless you have some extensive related experience, your resume should not be longer than one page. Two-page resumes, if necessary, should be printed front-to-back, and the bottom of the first page should say "continued on reverse."
- Use the following action verbs to describe your experience and accomplishments:

| Management skills | Communication skills | Clerical or detailed skills | Creative skills | Teaching skills | Technical skills |
|--|--|---|--|---|---|
| administered analyzed assigned attained chaired contracted consolidated coordinated delegated developed directed evaluated executed improved increased organized oversaw planned prioritized produced recommended reviewed scheduled strengthened supervised | addressed arbitrated arranged authored corresponded developed directed drafted edited enlisted formulated influenced interpreted lectured mediated moderated motivated negotiated persuaded promoted publicized reconciled recruited spoke translated wrote | approved arranged catalogued classified collected compiled dispatched executed generated implemented inspected monitored operated organized prepared organized prepared processed purchased recorded retrieved screened specified systematized tabulated validated | acted conceptualized created designed developed directed established fashioned founded illustrated instituted integrated introduced invented originated performed planned revitalized shaped | adapted advised clarified coached communicated coordinated developed enabled encouraged evaluated explained facilitated guided informed initiated instructed persuaded set goals stimulated | assembled built calculated computed designed devised engineered fabricated maintained operated overhauled programmed remodeled repair solved trained upgraded |
| | | | Research skills | Helping skills | Financial skills |
| | | | clarified collected critiqued diagnosed evaluated examined extracted identified inspected interpreted interviewed investigated organized reviewed summarized surveyed systematized | assessed assisted clarified coached counseled demonstrated diagnosed educated expedited facilitated familiarized guided referred rehabilitated represented | administered allocated analyzed appraised audited balanced budgeted calculated computed developed forecasted managed marketed planned projected researched |

SAMPLE RESUME

Jennifer Maria Smith

567 Rose Lane ♦ Wayne, NJ 81207 ♦ (960) 555-0112 ♦ someone@example.com

Objective

To obtain an internship in a non-profit agency in the field of maternal and child health where I can use my interest in public health and knowledge of research methods.

Education

William Paterson University of New Jersey– Wayne, NJ

Bachelor of Science Degree in Public Health GPA: 3.89/4.0 Anticipated, May 2017
Minor in Psychology

Hickory Community College– Great Bend, KS

Associate of Science Degree in Health Studies Graduated, May 2014

Certifications

CPR and First Aid, American Red Cross, expires June 2017

Employment History

The Gap– Wayne, NJ 2014-Present

Cashier/Night Manager

- Provided exceptional customer service in high-volume retail establishment
- Managed store and assured safety and security of employees and customers

Contoso, LTD– Colorado Springs, CO 2009 to 2014

Customer Service Representative

- Supervised a staff of three employees and provided ongoing training and feedback
- Managed an annual operating budget of \$14,000, accounts receivable and payroll
- Implemented an employee wellness program which increased employee morale and decreased absenteeism and sick days

COHO Winery– Minneapolis, MN 2007 to 2009

Waitress/Supervisor

- Provided high-quality customer service in a fast-paced, high stress environment
- Promoted to wait staff shift-supervisor after first year of employment
- Recognized as employee of the month six times

Volunteer Experience

American Cancer Society –Montclair, NJ 2010-2011

Volunteer Fundraiser

- Assisted with fundraising efforts through media and marketing for 2 hours/week

Skills

Computer skills: Proficient in Microsoft Office Suite (Word, Excel, PowerPoint, Access, Publisher), SPSS (Statistical Package for Social Sciences), internet use, and social media

Language skills: Bilingual, English/Italian

TIP SHEET FOR SCHEDULING AN INTERNSHIP INTERVIEW

When reaching out to a potential internship site supervisor via email, please keep the following in mind:

1. Use proper names when writing to the potential site supervisor (i.e. Mr. Smith, Ms. Jones, Dr. James). Never refer to a potential site supervisor by their first name.
2. Use a greeting at the start of the communication (i.e. Dear).
3. Introduce yourself as a Public Health, Health Education, or Applied Health major from the Department of Public Health at William Paterson University.
4. Explain that you are writing to set up an interview for an internship placement for the spring internship season beginning in January.
5. Attach your resume and let the site supervisor know that you have attached the resume for review.
 - a. Send your resume as a PDF using the following naming system: Firstname_Lastname_Resume
6. Mention something about what you learned about the agency during your research and how you believe you can assist in furthering the agency's goals and objectives.
7. Let the potential site supervisor know that you are looking forward to hearing from them to solidify an interview date and time.
8. End the communication with a professional closing (i.e. Sincerely).
9. Use a descriptive subject line for the email that clearly describes the nature of the email.
10. Proofread the email carefully several times before sending it.

When reaching out to a potential site supervisor by phone, please keep the following in mind:

1. Offer a polite greeting to the person who answers the phone (i.e. Good afternoon, Good Morning, etc.). This person may be a secretary or other office worker. Be courteous and professional.
2. Introduce yourself and politely ask to speak to the person you are calling: "My name is Joe Smith, and I am calling from William Paterson University. May I please speak with Mr./Ms. Jones?" Never refer to a potential site supervisor by their first name.
3. If you are asked for the purpose of your call, explain that you are calling to set up an interview for a possible internship placement.
 - a. The person who answers the phone may also be the person who manages the site supervisor's schedule. If they explain that they can set up the interview for you, be prepared with several dates and times that fit into your current schedule. Ask for the interviewer's availability first and then pick a day and time that matches yours.
4. If you are directed to the voice mail system or asked to leave a message with another employee, leave a professional message by speaking slowly and clearly and include the following information:
 - a. Your full name
 - b. The reason for your call
 - c. Your telephone number
 - d. A closure such as: Thank you, Have a nice day, I look forward to hearing from you soon.
5. Hint: Type up what you are going to say before placing the call. This will ensure that you communicate all of the necessary information, and may help to calm your nerves.

INTERNSHIP DATES AND DEADLINES

| | |
|--|----------------------------|
| Fall Semester | |
| <input type="checkbox"/> Internship Site Interviews | Early-October–Mid November |
| <input type="checkbox"/> Internship Site Registration Form due to Internship Site Coordinator | November 20 |
| <input type="checkbox"/> Letters of Agreement returned to Internship Site Coordinator | December 15 |
| Spring Semester | |
| <input type="checkbox"/> Mandatory Internship Orientation (attendance is required) | January 16 |
| <input type="checkbox"/> First day of Internship – Internships may not begin before this date..... | January 17 |
| <input type="checkbox"/> Timesheet #1 due to Internship Site Coordinator by 4:00 pm | January 29 |
| <input type="checkbox"/> Timesheet #2 due to Internship Site Coordinator by 4:00 pm | February 12 |
| <input type="checkbox"/> Timesheet #3 due to Internship Site Coordinator by 4:00 pm | February 26 |
| <input type="checkbox"/> Timesheet #4 due to Internship Site Coordinator by 4:00 pm | March 12 |
| <input type="checkbox"/> Timesheet #5 due to Internship Site Coordinator by 4:00 pm | March 26 |
| <input type="checkbox"/> Timesheet #6 due to Internship Site Coordinator by 4:00 pm | April 9 |
| <input type="checkbox"/> Timesheet #7 due to Internship Site Coordinator by 4:00 pm | April 23 |
| <input type="checkbox"/> Final day of the Internship – All hours must be completed by this date | May 4 |
| <input type="checkbox"/> Final Poster Session, University Ballrooms at 11:00 am (PBHL students only – attendance is required)..... | May 7 |
| <input type="checkbox"/> Timesheet #8 due to Internship Site Coordinator by 4:00 pm | May 7 |

In addition to the above dates and deadlines, due dates for the course-related requirements of the *Introduction to Internship* and *Internship* courses will be provided by the faculty member teaching the course.

All dates and deadlines are subject to change at the discretion of the Internship Site Coordinator, faculty member, and/or department chairperson.