Students who have the opportunity to work with community partners have often stated that extending their education beyond the classroom was one of the most rewarding experiences they had while at Muhlenberg. We are appreciative of our community partners who willingly accept students and help them move forward in their educational process. An internship provides students with insight regarding a possible career path, affording them the chance to work in tandem with professionals in the field, either through community health work or some other form of public health experience such as policy making, epidemiology, environmental health, and social or psychological health. In this regard, onsite supervisors are asked to provide students with the opportunity to have real life exposure in the field of interest. Students should have the chance to contribute to the mission of the internship site. This can be accomplished by working on specific projects, either independently or with a group or partner, attending professional meetings, or any other reasonable experience deemed by the on site supervisor to be appropriate.

<table>
<thead>
<tr>
<th>Deadlines for completing an internship during the Fall 2015 semester:</th>
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<td>Registration</td>
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<td>Midterm site evaluation</td>
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<td>Final site evaluation</td>
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<td>Journal and essays</td>
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Requirements for registering a public health internship include:

- Students must be at least rising juniors to qualify for enrollment (16 course units), with a grade point average of at least 2.0 or higher; students on probation cannot enroll in the internship.

- Students must receive site approval from the public health director in order to register for the internship.

- Internships are pass/fail and can be completed either off-campus or an on-campus site. It is the student intern’s responsibility to secure an internship and complete the necessary paperwork by the required deadline, no exception.

- No internship will be accredited retroactively. Students seeking to complete internships for credit must enroll the internship through the registrar and successfully complete both the on-site requirements as well as the academic component of the internship to receive a passing grade.

- The faculty supervisor grades all coursework completed as part of the academic component of the internship. Once site approval has been granted, students are responsible for meeting with their faculty supervisor at least twice; first, to go
over the required paperwork, and second, around midterms, to discuss the internship experience. Students completing an internship during the summer must maintain regular contact with the faculty supervisor by email or telephone.

- Students must complete both a Muhlenberg College Registration Form and Internship Learning Contract.

- Students must complete a minimum of 126 hours at site (for one credit) and 63 hours (for 0.5 credit), to be distributed over the semester in a matter that is mutually agreed upon by the site supervisor and intern, and approved by the faculty supervisor. **Hours at site must be documented in your daily log/journal.** Students must sustain regular and punctual attendance to successfully complete their internship.

**Grading is calculated as follows:**

- Site evaluations 40%
- Daily journal/log 25%
- Personal and professional responsibility 15%
- Essays 20%

**Site evaluations:**
The site supervisor is expected to prepare two written evaluations of the student’s performance at site. The public health program utilizes evaluations provided in the internship manual, which are available as PDF files on public health programs’s web site.

Although the site supervisor is expected to discuss the evaluation with you, and have you sign the evaluation form thereafter, these procedures are sometimes not followed. For this reason, I encourage you to initiate the evaluation process so that you receive constructive feedback on your performance.

The midterm and final evaluation contain numeric scales as part of the evaluation form, and site supervisors may vary in their interpretations of these scales. This is why it is extremely important that you see to it that your site supervisor completes the non-numeric, narrative part of the FINAL evaluation form, as it can serve as a counterbalance to responses indicated on these measurements scales.

Keep in mind that it is the student’s responsibility to ensure that the faculty supervisor receives both the midterm and final evaluations by the required due dates. These can be emailed, hand delivered or faxed to the faculty supervisor.

**Daily log/journal:**
All students are expected to keep a word-processed, double spaced, daily log of their activities on site. You may submit the first few entries for review if you wish.
The log serves as a record of your learning experiences and a record of your hours completed on-site. Each entry should begin by including the date and number of hours completed; it should then proceed to provide a description, evaluation and reflection of the day’s experiences and responsibilities. You want to thoroughly describe interactions and experiences from the day, and then thoughtfully analyze and evaluate these experiences. Think about connections that you can make to classroom experiences in public health. Also consider practical challenges and ethical dilemmas that may have emerged at site, as well as the technical, intellectual, interpersonal, administrative, and/or organizational skills that you’ve acquired as part of the internship experience.

I suggest that you write your journal entries immediately after you spend time at site, whether you write completed entries each day, or write notes to expand on later. Your journal should be treated with patience and care. Recognize that they create an original source, a primary source about your site experiences. While they provide you with a space to record your assumptions, positions and tensions, they also provide a record of the people you’ve participated with. You must be conscious of yourself and others that you are providing description, evaluation and reflection of. Also realize that the journal entries remain in my confidence; if issues of concern arise from your journal entries, I will approach student interns first, no matter the circumstance.

**Essays:**
Student interns are required to write five essays on the internship experience. These essays should be word processed, double spaced, and proofread, and consider future students, not your faculty supervisor, as the primary reader for your essays. What information would you want to impart to students as they consider interning at your site, or embark on securing an internship of their own? The essays may vary in length, according to topic, but should be carefully constructed.

*Essay #1, Why I selected this internship:* Write a short essay to describe why you chose to complete “this” internship, beyond reasons like “they offered me the internship,” or “it was the only paid internship that I could find.” Consider the extent that this internship experience relates to your future professional aspirations. Also include relevant information such as contacts, web sites, helpful interview strategies that other students may benefit from should they want to intern at this particular site.

*Essay #2, Typical day on the internship:* Build on your journal/log entries to describe a typical day in detail. Provide a generalized description of the kinds of meetings, projects, administrative tasks, and responsibilities that you engage in routinely while at site.

*Essay #3, The most interesting or exciting project of the internship:* Describe an interesting project that you were centrally involved in; what made the project interesting or challenging? What skills did you acquire from working on this project? What expertise did you lend to the project? You should include a copy of the project (e.g., brochure, power-point presentation) should one be available.
Essay #4, The hardest day on the internship: Build on one journal/log entry to describe in detail the worst day on the internship; what was frustrating or challenging? How did you negotiate and resolve the problem, conflict, or dilemma? What did you learn from this experience that you could potentially bring to another internship or professional experience?

Essay #5, How my classroom learning in public health prepared me for the internship: This essay should consider how classroom experiences in public health relate to your learning experiences while at site. You want to reflect on what you have learned so far both in and out of the classroom, and how these theories, ideas, and skills are connected, emphasizing the link between theory and practice. This essay could mention specific courses, readings, research studies, methodologies, writing styles, and/or learning strategies. As long as you are, in some sense, thinking seriously about the association between theory and practice, you are on the right track when writing this essay.

Note: An essay that claims that your classroom experiences did not prepare you for participation at your internship site would be inappropriate, unprofessional, and not meet the tenets of this assignment.

Personal and professional responsibility:

- The internship manual contains information on internship etiquette, liability, ethical behavior, and guidelines for students, faculty sponsors, and internship supervisors. You are required to read through the manual carefully so that you understand and can follow the College’s expectations and requirements.

- Recognize that students cannot ‘quit’ an internship experience. Should you encounter difficulties at site, work to resolve these difficulties in a mature, responsible and professional way with your site supervisor. If you are unsuccessful, you should then meet with the faculty supervisor as soon as possible to discuss the matter.

- Students can be ‘fired’ from an internship for failing to meet their obligations. Should this happen, students have five days from their dismissal at site to provide a written explanation of their dismissal. The faculty supervisor will then investigate the situation to determine if the site supervisor had cause for this action, and will consult with the Dean of the College for Students regarding further action.

- Assignments are to be completed and handed in on time. All late assignments are downgraded one letter grade for each day they are late. Assignments not handed directly to the faculty supervisor will not be accepted, unless instructed otherwise. This policy protects your written work so that no assignments are lost or unaccounted for.

- Please recognize that any plagiarism and/or collusion may be sufficient grounds for failing this course. Keep in mind that copying or paraphrasing material from
journals, books, magazines, newspapers, web sites, or other students without proper quotation and citation is plagiarism. If you are unsure what qualifies as plagiarism or collusion, or have questions about the Academic Behavior Code, please consult the student handbook. You are required to use either the APA Editorial Style or MLA Writing Styles when citing all sources. Expect that work will be downgraded for not incorporating one of these styles.

- Students with documented disabilities or special needs who require accommodations must first contact Academic Support Services, the Counseling Center, or Student Health Services. Please do this as soon as possible so that we may have a dialogue as to your needs and the recommended accommodations (Deans Office, 2006). Students are required to submit and discuss their documentation with me early in the semester.

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This policy protects your written work so that no assignments are lost or
unaccounted for.
Tips for a productive internship experience

Student will
1) Provide on site supervisor with faculty sponsor contact information
2) Arrive on time
3) Dress professionally and appropriately
4) Notify on site supervisor if he/she is sick or otherwise unable to perform duties of the internship
5) Maintain bimonthly contact with the faculty sponsor
6) Immediately report any inappropriate behavior to the faculty sponsor
7) Maintain a professional relationship with the on site supervisor and any other employees at the internship site for the duration of the internship
8) Refrain from engaging in inappropriate personal relationships with the on site supervisor or any other employees at the internship site for the duration of the internship

On site supervisor
1) agrees that the student will be supervised and engaged in meaningful work as agreed upon by the student, faculty sponsor and on site supervisor, 9-12 hours per week for 13 weeks or the equivalent for 1 academic credit, or 4.5-6 hours per week for 0.5 academic credit
2) Will notify faculty sponsor regarding any questions, concerns, or problems he/she may have regarding the student internship
3) Is expected to maintain a professional relationship with the student at all times
4) Will refrain from engaging in an inappropriate personal relationship with the student, including any contact that is not directly related to the defined internship experience for the duration of the internship
5) Will fill out both a mid-semester and an end of semester evaluation sheet. These evaluation forms will be provided by the student. Supervisor should discuss the evaluation with the student to identify strengths and weaknesses and offer guidance and constructive comments.

*These guidelines were prepared in consultation with the Muhlenberg College Internship Manual and the Media and Communication Policy on Internships and the Practicum Guidelines.