

University of West Florida

Department of Health, Leisure and
Exercise Science



Community Health Education **Undergraduate Student Internship** **Manual and Guidelines**

11000 University Parkway
Pensacola, FL 32514
Phone: 850.474.2592
Fax: 850.474.2106

Table of Contents

	Page
I. Introduction	2
II. Objectives of the Internship Experience	2
III. Planning Your Internship	3
A. Criteria for Internship Site Selection	3
B. Arranging an Internship	3
C. Sample Internship Sites	4
D. Internships Procedure Checklist	5
IV. Internship Guidelines	6
A. Eligibility Requirements	6
B. Credits	6
C. Time Schedule	6
D. Student Insurance	6
E. Student Responsibilities	7
G. Agency/organization (Agency Supervisor) Responsibilities	7
H. University (Faculty Advisor) Responsibilities	7
I. Written Requirements for Student Interns	8
J. Grading Policy	9
V. Appendixes	
A. Application for Internship	10
B. Letter of Agreement and Proposal	11
C. Student Agreement for Timeliness & Dress	15
D. Description of Proposed Activity	17
E. Internship Evaluation Form	18

Introduction

An internship is a structured, planned, and supervised professional field experience which has significant value during an academic career. Over the course of the program in Community Health Education, students receive knowledge and learn about theory through in-class instruction. The internship serves to augment this formal classroom instruction with hands-on experience necessary to become an effective practitioner of Health Education.

A well-designed internship engages students in a unique learning relationship involving a three-way partnership between the student, the site supervisor, and the faculty advisor. An internship should provide the student with a critical learning opportunity linking academic knowledge with practical experience while providing a beneficial service to the supervising organization.

Internships are typically completed in the student's last semester of enrollment prior to graduation. Although an internship may be a paid experience, financial compensation should not be the student's primary motive for placement. At its core, the internship is an educational experience and should therefore be designed to contribute to the student's ethical and intellectual growth.

Objectives of the Internship Experience

1. To provide the student with an opportunity to integrate knowledge, theory, and practice into professional experience outside of the classroom.
2. To help the student gain an understanding of the roles and responsibilities of full-time health educators.
3. To give students to opportunity to actively participate in the planning, implementation, and evaluation of programs within health agencies and organizations.
4. To expose the student to information and experiences that can be used as a basis for making choices in career goals or advanced studies in Health Education.
5. To enable the student to realize his/her own strengths and weaknesses.
6. To assist students in establishing professional contacts in Health Education.

Planning Your Internship

Criteria for Internship Site Selection

The student can select an internship site anywhere in the United States as long as it meets the criteria listed below. For approval as an internship site the agency/organization must:

1. Address one or more of the seven core areas of responsibility for health educators.
2. Incorporate community health methods such as health education; health communication; epidemiology; program planning, implementation, or evaluation; social marketing; community mobilization; coalition building; health counseling, screenings or behavior modification.
3. Provide opportunities for students to observe and participate in programs, operations, and administrative procedures.
4. Have at least one staff member dedicated to supervising the student intern.

Arranging an Internship

Students must complete 6 credit hours of HSC 4940 at an agency or organization that provides health education services. A minimum of 60 hours of service per credit hour, or a total of 360 hours, of experience is required. At the discretion of the agency site supervisor, students may split the internship into two semesters, for a commitment of 180 hours during each of two successive semesters. The department faculty and internship advisor have several resources for locating an internship. However, it is often useful for a student to first speak with students/classmates who have already completed the internship, call agencies personally and ask about available opportunities, or consider advance volunteering at prospective sites. Students should answer the following questions before committing to an internship site:

- What do I want to learn from the internship?
- Are the agency's values compatible with my own values?
- What skills do I have, and how can I contribute to the agency?
- How far am I willing to travel to and from the internship site?
- Is the agency's scheduling compatible with my own schedule?
- Will I be able to dedicate an adequate amount of time and energy to the internship given my current schedule?
- Does the internship site represent the type of setting in which I'd eventually like to be employed?

Once you have decided on an internship site, it is important to contact the agency's program manager by phone or email and set up a face-to-face appointment to discuss potential internship projects. Before meeting with the person, conduct a simple background search on the organization— what they do, what populations they serve, etc. During the meeting articulate what you want to learn, your skills, and how you believe you can contribute to the agency. Do not wait until the last minute to begin this process. Start exploring your options at least 2-3 months before the internship semester begins.

Sample Internship Sites

Information on selected internship sites is available on the department website and from your faculty academic advisor. Potential internship host agencies include:

- County/State health departments (e.g., Escambia or Santa Rosa Health Departments)
- Non-profit organizations (e.g., YMCA, American Cancer Society, American Heart Association, American Lung Association, American Epilepsy Foundation, American Diabetes Association)
- Quasi-governmental agencies (e.g., American Red Cross, United Way)
- Schools (e.g., UWF, high- or middle-schools)
- Hospitals (e.g., Baptist, Sacred Heart, West Florida Hospital)
- Other community health education service oriented agencies

The agencies listed below have been approved to host Health Education students. Although students are encouraged to seek placements at these sites, they may submit other sites to be approved for internship placement as well.

- American Cancer Society
- American Heart Association
- Andrew's Institute, Executive Physical Program
- Baptist Occupational Health
- Carpenter's Creek, Assisted Living Community
- Covenant Hospice
- Eglin Air Force Base, Health and Wellness Center
- Escambia Community Clinics, Inc.
- Escambia County Health Department
- Lutheran Services of Florida
- Pensacourt, Inc.
- YMCA
- Santa Rosa Health Department

Internship Procedure Checklist

Before Your Internship:

- ___ Prior to the semester you wish to begin your internship, make an appointment with the academic advisor to discuss procedures regarding your internship and be sure to submit the Application for Internship (Appendix A).
- ___ Choose an internship site and make contact with that agency (call the agency first to arrange for an interview); if you do not have a specific site in mind, your faculty advisor can offer suggestions.
- ___ Have internship letter of agreement (Appendix B) signed by your agency and return it to your department for signature of your faculty advisor and department chair.
- ___ Complete the Student Agreement for Timeliness & Dress (Appendix C) and turn in to your faculty advisor prior to registering.
- ___ Complete the internship site details and proposed activities (Appendix D) and turn in with packet.
- ___ Register for 3-6 credit hours with your academic advisor (registration not possible without signed contract at hand).

During your internship:

- ___ Check in with your faculty advisor during the first week of your experience.
- ___ Maintain contact with your faculty advisor by phone or e-mail at least once a month.
- ___ Keep a daily blog where you summarize your experiences and record the hours you worked.
- ___ Submit a Midterm Internship Evaluation (completed by supervisor) after approximately the first 180 hours of work (Appendix E).*

At the end of your internship:

- ___ Prepare a final report as outlined in your package.
- ___ Ask your internship site supervisor to complete (and review with you) the final Internship Evaluation Form (Appendix E).*

Note: Final report and evaluations are due within one week after completion of internship. This should be no later than 1 week before semester grades are due. If a student is unable to complete the internship as planned during the semester, s/he must contact his/her faculty advisor at least 3 weeks prior to the end of the semester.

* If the internship is split between two semesters, evaluations must be completed at the mid-term and end of both semesters.

Internship Guidelines

Eligibility Requirements

Prior to registering for HSC 4940, students must:

- Have senior standing in the Community Health Education Program.
- Maintain a minimum GPA guidelines as outlined the University of West Florida Course Catalog
- Complete 3 out of the following 4 courses (or approval from advisor):
 - HSC 3032: Foundations of Health Education
 - HSC 4300: Changing Health Behaviors
 - HSC 4581: Health Promotion & Planning
 - HSC 4633: Current Issues in School-Community Health

Failure to meet the above criteria will result in rejection of the student's application for internship until pending requirements have been met.

Credits

Internships count as part of the credit hours necessary for graduation, thus a student must be enrolled in and pay all tuition and fees required for HSC 4940 during the internship semester(s).

Time Schedule

Internships start at the beginning of the semester— in late August, early January, or early May. The internship requires at least 360 hours in approved experiences. Ideally, this experience should be completed at one agency in one to two semesters. It is suggested that students complete their internship either the summer before their graduation or at the conclusion of their coursework.

Note: Students do not get time off for University holidays (i.e., spring break) while interning unless agreed upon in advance by the site supervisor. Students are expected to follow regulations, policies, and work schedule of the agency.

Student Insurance

Interning students have professional liability insurance provided by the University of West Florida. This policy however, does not cover student health or workman's compensation. Students should maintain health insurance during their internship. It is expected that the agency's Workman's Compensation policies will cover interns.

Student Responsibilities

The student intern is responsible for maintaining a working relationship with the site supervisor and faculty advisor throughout the course of the internship experience. The intern shall:

- Secure the internship at an appropriate agency.
- Adhere to university rules governing the internship.
- Become an integral, responsible, and participating member of the agency staff.
- Set mutually satisfactory, feasible goals and objectives with the agency supervisor.
- Adhere to professional standards of behavior and dress while at the internship site or otherwise interacting with staff and clientele.
- Arrive on time and prepared for work at the agency.
- Complete all academic responsibilities (i.e., logbook, report, and evaluations) on time and to the best of his/her ability.

Agency/organization (Agency Supervisor) Responsibilities

The agency supervisor serves as an agency-based teacher offering instruction and guidance to the intern in an effort to further the student's professional competence. The agency supervisor shall:

- Be located on-site.
- Be qualified by professional education, certification, or experience to supervise and evaluate student interns.
- Supply a job description, list of duties, and learning objectives to the student that will be submitted to the faculty advisor with the internship proposal.
- Provide to the faculty advisor and student, written policies and operational procedures to which students are expected to adhere in the agency setting.
- Provide a safe environment in compliance with all federal and state laws and free of hazardous conditions or circumstances.
- Provide opportunities for student observation and/or participation on agency premises directly related to the goals of health education.
- Participate in planning sessions with the student and University faculty (where appropriate).
- Discuss with the student and submit an objective evaluation of the student's performance at the midterm and end of the internship using the form supplied in the packet (Appendix E).

University (Faculty Advisor) Responsibilities

The University (faculty advisor) shall:

- Assist the student in focusing on professional and career interests.
- Assist the student in setting realistic goals and learning objectives for the internship.
- Approve internship placement site and learning objectives.
- Provide evaluation forms and deadlines to students who are then responsible for relaying them to agency supervisors.
- Communicate with the agency by telephone or personal visit.
- Award university credit to students, where appropriate, at internship's conclusion.

Written Requirements for Student Interns

For consideration of full credit, student interns must satisfy the following written requirements:

1. Daily activity blog

For each day worked, students will record all hours worked and compose a summary (approximately one to two paragraphs in length) of major activities accomplished, challenges encountered, and lessons learned. Summaries will be posted on a blog site and reviewed by the internship coordinator.

2. Final Report

To be completed by student and turned in to the University Faculty Advisor together with completed intern evaluation forms no later than one week after completion of internship. If the final report is not submitted in the correct format, it will be returned to the student for revision. If the internship is split between two semesters, Parts I and II are due at the end of the first term and parts III and IV at the end of the second term.

Students are expected to format their papers using the APA Citation Style Publication Manual of the American Psychological Association, 6th edition. Although there is not set word requirement, student final reports are typically 15-20 pages in length (typed, double-spaced, 12 point font, 1" margins). Unless permission is granted otherwise, final reports should not to exceed 25 typed double-spaced pages. Students will submit the final report electronically to their University Faculty Advisor **at least one week before semester grades are due**. If documents cannot be submitted electronically, student may submit a hard copy.

Guidelines for Completion of Final Report

The final report must contain the following components:

- I. Cover page to include:
 - a. Student's name
 - b. Date of final report submission
 - c. Agency name
 - d. Dates of internship and semester the internship was registered
 - e. Agency supervisor's name
 - f. Agency supervisor's position or professional title
 - g. Blog web address

- II. Description of the agency/organization. Should include but not limited to:
 - a. Philosophy, vision statement, purpose, or goals of the agency
 - b. Objectives of the overall system or units involved
 - c. Organizational structure (consider including a copy of the organizational chart showing lines of authority)
 - d. General administrative policies and procedures (if applicable, cite agency's policy and procedures manual)
 - e. Programs and services
 - f. Population(s) served
 - g. Areas and facilities
 - h. Major sources of funding

Guidelines for Completion of Final Report (Continued)

- III. Summary of the projects and tasks assigned, including:
- Nature and scope of the project(s)
 - Project goals and objectives
 - Student achievements/accomplishments while at the agency
 - Evidence of creative activity (program plan, newsletter, focus group moderator guide, brochure, press release, PSA, educational materials, photographs, etc.) If already included on blog site, state "Please see blog".
- IV. A critical overview of the internship experience including insights about:
- Being a health educator at the agency/organization
 - Major benefits of the internship (personal growth, development of competencies, self-improvement, generating future career interests, etc.)
 - Problems or difficulties encountered
 - How the University might improve future internship experiences
 - How the agency/ organization might improve future internship experiences

Grading Policy

Letter grades (A to F) will be assigned to the student based on quality of work demonstrated at the internship site and on the final written paper. Evaluation of the student's performance is the joint responsibility of the agency and the UWF faculty advisor, with major focus on the agency supervisor's insights. The faculty coordinator is responsible for assigning the final grade.

Criteria and point values used in computing the intern's final grade include:

Site Supervisor's Midterm Evaluation	100
Site Supervisor's Final Evaluation	100
Overall Final Rating by Site Supervisor	20
Daily Activity Blog	100
<u>Final Report</u>	<u>250</u>
TOTAL POSSIBLE POINTS	570

Corresponding Letter Grade Value:

93-100% (528-570 points) = A	73-76% (414- 436) = C
90-92% (511-527) = A-	70-72% (397-413) = C-
87-89% (494-510) = B+	67-69% (380-397) = D+
83-86% (471-493) = B	63-66 % (357-379) = D
80-82% (454-470) = B-	≤ 62% (≤ 356) = F
77-79% (437-453) = C+	

Appendix B

University of West Florida Undergraduate Internship in Community Health Education Letter of Agreement and Proposal

This letter of agreement is between the University of West Florida (hereafter referred to as "The University") and _____ UWF ID# _____, a student intern, and _____, the site at which the internship will take place (hereafter referred to as the "Agency"). Then internship will be supervised by _____, who will be responsible for the evaluations of the student, intern and the overall supervision of the internship. The starting date will be _____ and will conclude not before _____.

The intern shall be considered a member of the professional staff and have the accompanying responsibilities and privileges. It is required that the intern work a minimum of 360 total hours (equivalent of 6 credit hours). Although exact hours cannot be established, it is recommended that the intern work approximately 20-30 hours per week to complete the internship within one semester. This may vary according to the needs of the supervising agency and the opportunities for the intern.

PURPOSE

The parties specified in the Agreement have determined that they have a mutual interest in providing for student learning experiences in Agency. University has determined that student placements in Agency are consistent with the goals and objectives of the curriculum and will enhance the program of study.

TERM

Effective date for the Agreement shall be the dated indicated above. It shall run continuously without necessity for renewal.

This agreement may be terminated by either party upon written notice of at least ninety (90) days, provided that such termination cannot occur during the middle of a regular semester and, provided further that, in the determination of the University, termination will not negatively affect students currently placed in the Agency. The party initiating termination will bear costs, if any, resulting from non-cancelable commitments.

PRIORITY OF POLICIES

Students working in the Agency will be subject to University's and Agency's Disciplinary Code, copies of which will be provided to Agency by Faculty Advisor. If alleged violations occur, Agency will notify Faculty Advisor. If such alleged violations reasonable seem to pose a continuous threat to others, the alleged violator may be suspended immediately by the Agency from participation in Agency activities. Agency must immediately notify Faculty Advisor, who will arrange proper hearing procedures as soon as practical.

The Agency will require student participating in Agency activities to comply with its own operational policies and procedures; however, in the case of inconsistencies, University policies will supersede

unless Faculty Advisor and Agency agree on alternative provisions. Agency will provide copies of such policies and procedures to Faculty Advisor and to students assigned to work in Agency.

GENERAL RESPONSIBILITIES OF THE PARTIES

University will have the following general responsibilities:

1. Notify students of appropriate placement opportunities for the experiential learning activity.
2. Approve placement site and learning objective.
3. Award University credit to students, where appropriate, at end of placement.
4. Identify for the Agency the personnel serving as the primary contact for specified learning activities.
5. Provide Agency with evaluation forms and deadlines.
6. Inform Agency of the University calendar and initiate discussions of the students' obligations to report to Agency whenever classes are not in session.

Agency shall have the following general responsibilities:

1. Provide opportunities for student observation and/or participation on Agency premises.
2. Provide a safe environment in compliance with all federal and state law and inform University and student of hazardous conditions and unusual circumstances that may create unsafe conditions.
3. Provide to Faculty Advisor and students written policies and operational procedures to which students are expected to adhere while they are in Agency setting.
4. Provide to Faculty Advisor a list of duties or job descriptions for student placements with notation of any specific prerequisite skills or abilities.
5. Participate in planning and evaluation sessions with students and, where appropriate, with University faculty.
6. Identify for Faculty Advisor the Agency personnel primarily responsible for supervising learning activity in Agency.
7. Provide on-site supervision and guidance to learning activity.
8. Provide timely final evaluation of student performance in the manner specified by University.
9. Conduct exit interviews with students that will include discussion of Agency's final evaluation.
10. Notify Faculty Advisor of unsatisfactory performance or misconduct of a student and provide documentation of any charge to Faculty Advisor for handling under University policies regulating student behavior and/or academic conduct. If the notice of an incident involving a student reasonably suggests that the students may be an imminent danger to the safety or property of others, the Agency may dismiss the student with immediate notice to Faculty Advisor. An appropriate hearing will be held for the student as soon as practical.

NUMBER OF PLACEMENTS

Agency and University will mutually determine the number of students to be placed in Agency for a given term. Agency and University may decide to have no active placements for a period of time without affecting the continuation of this Agreement.

NONDISCRIMINATION

Both parties give mutual assurance that in performing their duties under this Agreement, they will not discriminate on the basis of race, sex, religion, national origin, age, and handicap. Reasonable accommodation for participation by disabled persons will be made in compliance with Section 504 of

the Rehabilitation Act of 1973.

MONETARY COMPENSATION TO STUDENT REQUIRING SEPARATE AGREEMENT

Students placed in learning activities under this Agreement receive University credit toward an academic degree, including, where appropriate, hourly units. Monetary compensation to students is not provided under the terms set out herein, and any agreement between Agency and a student for monetary compensation to the student must be separate from this Agreement. Agency hereby stipulates that any such separate agreement between itself and a student will comply with state and federal law, including the Fair Labor Standards Act, if such Act is applicable to Agency.

DETAILED DESCRIPTION OF PROPOSED ACTIVITY

To this document, the student will attach a *typed* description of the internship site and proposed project/activities. The student will also address why they are interested in working at site and what they would like to gain by completing an internship with the Agency.

In witness whereof, the parties have caused this Agreement to be signed by their respective administrative officers:

I have read and reviewed the Internship Safety Guidelines attached.

(Student - print name)

(Student Signature)

(Date)

For and on behalf of The University of West Florida:

(Faculty Advisor-Department of HLES)

(Date)

(Chairman-Department of HLES)

(Date)

For and on behalf of the Agency:

(Agency Representative-Internship Supervisor)

(Date)

Agency Mailing Address: _____

Agency Representative Contact Information:

Phone: _____

E-Mail: _____

Fax: _____

Appendix C

University of West Florida Undergraduate Internship in Community Health Education Student Agreement for Timeliness & Dress

As a University of West Florida intern, you are expected to maintain professional behavior and dress at all times during the internship. If you look and behave like a highly-trained and well-groomed professional, your supervisor will likely take notice. Thus, your attire, timeliness and preparation will all impact your success in the internship. Please take the time to read and sign this student agreement form.

Professionalism

Internship students should conduct themselves in a professional manner. Professionalism is associated with the qualities such as consistency, being conscientious in performing a task, being on time to work and meetings, communicating with your supervisors, and following through on commitments. The term *professional* is used to identify a person assumed to be trained, evaluated, prepared, and competent in their profession.

How to Dress

An internship is a professional experience. Clothing appropriate for a student going to regular classes may not be acceptable on your internship. As a general rule of thumb, dress like your supervisor and if you aren't sure what's acceptable, ask. Depending on the nature of the internship location, t-shirts, frayed clothing, short-shorts or skirts, and flip-flops are usually never acceptable for an internship. Some descriptions and examples of dress codes include:

Business Attire

Business attire suggests the most formal, conservative dress style. For men, this typically includes a neutral colored dress suit or blazer, dress shirt, tie, and leather shoes. For women, this includes a dress suit (either pants or skirt), blouse, and pumps or heels.

Business Casual

Like business attire, business casual is crisp, neat, and conservative. It should not look like party or picnic attire. Gym clothes, jeans, shorts, frayed/faded/worn, very tight, or very baggy clothing are NOT considered business casual. Neatly pressed khaki pants, and a buttoned-down shirt are safe for both men and women. Women may also choose to wear knee-length (or longer) skirts and blouses. Pressed polo/golf shirts are an appropriate choice if the environment is less formal, outdoors, or in a very hot location. Unless otherwise authorized, casual sandals and athletic shoes are not appropriate.

Causal Attire

Casual describes a wide variety of clothing types. In the workplace however, this may include khaki pants, jeans, and knee-length shorts or skirts. All clothing choices should be long enough and high enough to provide adequate coverage of the upper legs, abdomen, back and chest. T-shirts and tank tops, frayed/faded/worn, and very tight clothing are inappropriate. Athletic shoes and sandals may be appropriate upon approval by the site supervisor.

Professional Fitness Attire

When working in a fitness setting, conservative athletic shorts and shirts may be worn. Length of shorts should be mid-thigh to knee-length. Shirts must cover the abdomen, chest and shoulders. When t-shirts are worn, they should be plain or bear the UWF or agency logo. T-shirts bearing commercial or offensive logos are unacceptable and should not be worn. Both men and women should wear clean, closed-toe athletic shoes.

Hair, Nails, Accessories, Body Art, and Perfumes:

For both men and women, hair and nails should be groomed in a neat, conservative style appropriate for the workplace. For men, if facial hair is worn, it should be well-groomed.

For all dress styles, accessories should be kept to a minimum. Hats should not be worn indoors by men. If worn, jewelry must be discrete and should not interfere with work performance. Body art (e.g., piercings, tattoos, etc.) should be concealed while at the job site.

Perfume or cologne should be used sparingly or not at all. Clothes should not carry offensive odors (i.e., don't smell like smoke).

I agree to uphold the aforementioned standards of professionalism and dress while completing the internship.

Student Signature

Date

Appendix D

DETAILED DESCRIPTION OF PROPOSED ACTIVITY

Typed description of the internship site and proposed project/activities. The student will also address why they are interested in working at site and what they would like to gain by completing an internship with the Agency.

Appendix E

University of West Florida Undergraduate Internship in Community Health Education Internship Evaluation Form

(Completed by Agency Site Supervisor at Mid-term and Conclusion of Internship)

Student's Name: _____ Date of Evaluation: _____

Internship Site: _____

Site Supervisor: _____ Site Supervisor Title: _____

Semester of Internship: Fall Spring Summer Year: _____

Please select one: Midterm Evaluation Final Evaluation

This evaluation should be made with care and fairness for the interest of the student. Reflect carefully upon the student's strengths and weaknesses. Be as accurate and objective as possible in your appraisal. Ratings on this evaluation form should be shared with the student during midterm and final evaluation conferences with the site supervisor.

The following rating scale should serve as a guide in completing the evaluation:

- 5** = Excellent: Highest quality standards satisfied; all major and minor goals achieved.
- 4** = Good: Satisfactory in quality; all major goals achieved, some minor ones not.
- 3** = Average: Basic requirements are fulfilled; all major goals achieved, many minor ones not.
- 2** = Below Average: Student is not prepared for advanced work; a few major goals achieved.
- 1** = Poor: Student is not prepared for advanced work; none of the major goals achieved.
- N/A** = Not Applicable or Don't Know

Ratings of 4 or 5 should therefore only be given to students demonstrating above average competencies. Please circle the best number that best represents your appraisal:

I. Professional Preparation

1. Displays promptness & dependability	5	4	3	2	1	N/A
2. Suitable attire and personal appearance	5	4	3	2	1	N/A
3. Adequately prepared to complete assigned tasks	5	4	3	2	1	N/A
4. Displays content knowledge	5	4	3	2	1	N/A
5. Displays independent thinking	5	4	3	2	1	N/A
6. Displays mature judgment	5	4	3	2	1	N/A

Other comments related to **professional preparation**: _____

Recommended grade on **professional preparation** **5** **4** **3** **2** **1** **N/A**

II. Communication and Professional Character

7.	Appropriate use of oral techniques for communicating health education information	5	4	3	2	1	N/A
8.	Appropriate use of electronic and written techniques for communicating health education information	5	4	3	2	1	N/A
9.	Able to relate & work with clients	5	4	3	2	1	N/A
10.	Able to relate & work with staff members	5	4	3	2	1	N/A
11.	Is courteous and tactful	5	4	3	2	1	N/A
12.	Displays concern for others	5	4	3	2	1	N/A
13.	Displays evenness of disposition	5	4	3	2	1	N/A

Other comments related to **communication and character**: _____

Recommended grade on **communication and character**: **5** **4** **3** **2** **1** **N/A**

III. Professional Performance

14.	Applies knowledge in a practical manner	5	4	3	2	1	N/A
15.	Able to solve problems	5	4	3	2	1	N/A
16.	Able to adjust to diverse situations	5	4	3	2	1	N/A
17.	Able to maintain confidentiality	5	4	3	2	1	N/A
18.	Evidence of enthusiasm in work	5	4	3	2	1	N/A
19.	Demonstrates responsibility	5	4	3	2	1	N/A
20.	Able to complete tasks and projects	5	4	3	2	1	N/A

Other comments related to **professional performance**: _____

Recommended grade on **professional performance**: **5** **4** **3** **2** **1** **N/A**

IV. Overall Contribution to the Agency

To what degree would you say that the internship goals have been accomplished thus far?

What recommendations do you have which would contribute to the professional development of this student?

Based upon your **overall evaluation** of the intern's efforts, please circle the most appropriate score value on the scale below.

Poor			Average				Excellent
≤6.2	6.5	7.0	7.5	8.0	8.5	9.0	9.5 10

The correspondence between score and letter grades is as follows:

9.3-10 = A	7.3-7.6 = C
9.0-9.2 = A-	7.0-7.2 = C-
8.7-8.9 = B+	6.7-6.9 = D+
8.3-8.6 = B	6.3-6.6 = D
8.0-8.2 = B-	≤ 6.2 = F
7.7-7.9 = C+	

V. Signatures

I have reviewed this evaluation with the student through a personal conference.

Agency Supervisor Signature

Date

I have reviewed my evaluation as completed by my supervisor.

Student Signature

Date

Please Return To: Department of Health, Leisure and Exercise Science Bldg. 72/ Room 241
University of West Florida
11000 University Parkway
Pensacola, FL 32514
Phone: (850) 474.2592
Fax: (850) 474.2106