

# *East Carolina University*

*College of Health & Human Performance*

*Department of Health Education & Promotion*

*Worksite Health Promotion Concentration*

## *Student Manual*



## *The Career for the 21<sup>st</sup> Century*

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## PART I

### OVERVIEW OF WORKSITE HEALTH PROMOTION

#### Job Market Opportunities

Currently, over half of all businesses and industries in the United States provide some type of worksite health promotion program at the worksite. As corporate America places greater emphasis on promoting their human resources, experts predict continued growth in worksite health promotion programs in the 21<sup>st</sup> Century. The job market for individuals with well-rounded backgrounds is favorable and should be promising throughout the next decade.

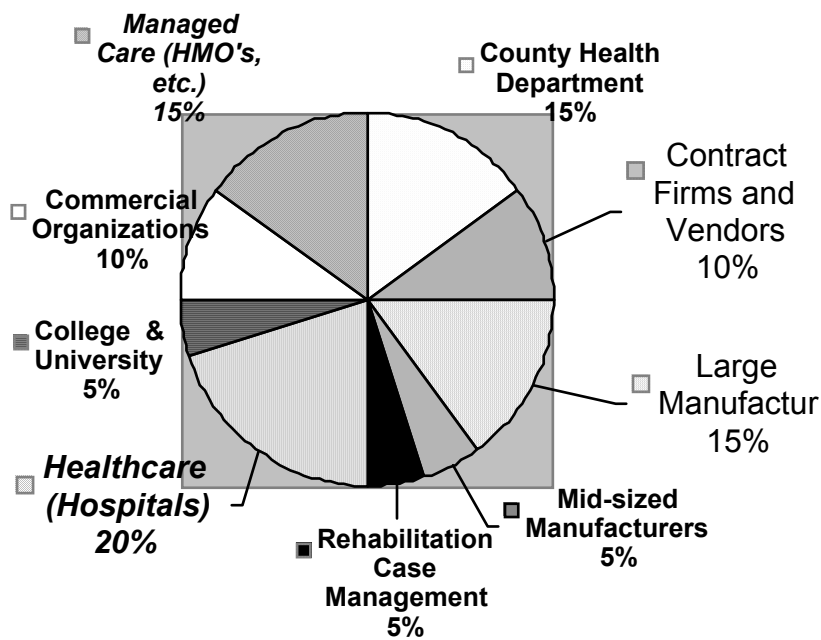


Figure 1 – Percentage of employed ECU Worksite Health Promotion graduates by type of worksite. (1994 – 2004).

### What Do Employers Really Need?

What kind of skills are recommended for individuals entering worksite health promotion careers? According to a group of program directors who were asked to rank the importance of 52 competency areas, the 20 most highly desired competencies appeared to be:

- |  |                                      |
|--|--------------------------------------|
| 1. Principles of exercise and conditioning | 11. First Aid and Safety             |
| 2. Exercise prescription                   | 12. Worksite Internship              |
| 3. CPR Certification                       | 13. Nutrition                        |
| 4. Program planning and evaluation         | 14. Fitness activities               |
| 5. Exercise physiology                     | 15. Health risk appraisal techniques |
| 6. Motivational technique                  | 16. Counseling Skills                |
| 7. Risk factor identification              | 17. Stress Management                |
| 8. B.A. or B.S. degree                     | 18. Substance Abuse Prevention       |
| 9. Job experience (paid or voluntary)      | 19. Marketing                        |
| 10. Anatomy and physiology                 | 20. Claims data analysis             |

In essence, today's worksite professionals should have a strong health promotion background with complementary skills, adult fitness, writing and speech, psychology and, of course, business management.

### QUESTIONS AND ANSWERS

**Q. WHAT TYPE OF PEOPLE WORK IN WORKSITE HEALTH PROMOTION?**

A. People who like variety, challenges, and are interested in adult health and fitness. Currently, professionals with nursing, exercise science, and safety backgrounds comprise the bulk of worksite health personnel.

**Q. WHAT TYPES OF ACTIVITIES ARE HEALTH PROMOTION PERSONNEL INVOLVED?**

A. Activities vary according to the position. However, entry level personnel should be able to conduct health education classes, assist with pre-exercise screening and prescriptions, conduct basic health screenings (weight, body fat percentage, blood pressure, flexibility, etc.), lead aerobic exercise classes, network with community agencies, and assist with other standard activities.

**Q. WHAT ARE SOME OF TODAY'S MOST CHALLENGING ISSUES?**

- A.
- Creating a less stressful workplace
  - Creating a smoke-free, drug-free environment
  - Cumulative trauma disorders (back, carpal tunnel syndrome, etc.)
  - Evaluating the impact of health-fitness programs
  - Integrating health promotion with benefits, safety, human resources, etc.
  - Keeping an aging workforce healthy
  - Health care cost management
  - Health care consumer education
  - Promoting the health of family members
  - Motivating adults to assume more responsibility for their health
  - Positioning health promotion as an integral part of an organization

- Reaching the “hard-to-reach” (unfit, uninterested, high-risk, etc.)
- Self-care and avoiding over dependence on doctors
- Substance abuse prevention/testing
- Work hardening

**Q. WHAT PERSONAL QUALITIES SHOULD WORKSITE PROFESSIONALS HAVE?**

- A.
- Be adaptable in working with employees of all job and education levels
  - Be excited to motivate people trying to accomplish personal goals
  - Patience with people trying to break unhealthy habits
  - Desire to work as a team member within an integrated health management framework
  - Recognition and respect of differing viewpoints
  - Strong communication skills
  - Willing to relocate - go to where the jobs are

**Q. WHAT ARE WORKSITE HEALTH AND FITNESS PROFESSIONALS PAID?**

- A. That depends largely on factors such as type of position, academic training, size of company, location, and, of course, experience. The average salaries for entry level positions range from \$26,000 to \$30,000. Persons with Master's degrees and those serving as program directors and managers average \$33,000 to \$50,000. Figures listed are 2004 dollars.

**Q. WHAT TYPES OF PROFESSIONAL ASSOCIATIONS RELATE TO WHP?**

- A.
- |  |  |
|--|--|
| • <a href="http://www.ACSM.org">www.ACSM.org</a>                           | • <a href="http://www.AFAA.com">www.AFAA.com</a>                                     |
| • <a href="http://www.ACOEM.org">www.ACOEM.org</a>                         | • <a href="http://www.healthpromotionjournal.com">www.healthpromotionjournal.com</a> |
| • <a href="http://www.BusinessandHealth.com">www.BusinessandHealth.com</a> | • <a href="http://www.cooperinst.com">www.cooperinst.com</a>                         |
| • <a href="http://www.uwsp.edu/hphd/awhp/">www.uwsp.edu/hphd/awhp/</a>     | • <a href="http://www.welcoa.org">www.welcoa.org</a>                                 |

**Q. WHAT ARE THE REWARDS?**

- A.
- Work with people of varied backgrounds
  - Help others make positive changes
  - Help to prevent health problems and disabilities
  - Be in a leadership, take-charge position
  - Derive regular satisfaction from helping others

## PART II

### ENTERING THE PROGRAM AND WORKSITE HEALTH PROMOTION OPTION

If you plan to enroll in the Worksite Health Promotion Option, it is *essential* to follow specific guidelines.

#### Declaring a Major (Currently in General College)

1. Make sure you meet the qualifications (check the ECU catalog).
2. Follow this procedure:
  - a. Pick up your file from your General College advisor.
  - b. Make an appointment with Dr. Chenoweth to declare a major.

#### If Changing a Major

Same as for declaring a major, except you need to see your current major advisor to obtain your file

#### If Intending to Major (BUT not this Semester)

1. Make an appointment with Dr. Chenoweth to review your eligibility.
2. If not in General College, see Dr. Chenoweth each semester before you preregister for courses.
3. Complete the “Application for Consideration” form and return it to Dr. Chenoweth

### APPLYING TO THE WORKSITE OPTION & MAINTAINING ELIGIBILITY

In order to successfully enter the worksite option, you must meet all of the following requirements:

Complete HLTH 2000, DSCI 2223, and FINA 2244

Earn a minimum combined GPA of 2.5 in the following 4 courses:

HLTH 2000, FINA 2244, PSYC 3241, and EHST 3100 -or- ITEC 3292

Maintain a minimum GPA of 2.0 to enroll in worksite courses

#### Each Semester

- Review the advising checksheet on page 8. Keep the checksheet up-to-date and review it with Dr. Chenoweth each semester.

#### When you have completed approximately 90 hours

- Complete your “Senior Summary” with Dr. Chenoweth. The two of you will identify all of your remaining courses and develop a semester-by-semester schedule to follow in completing your program.

#### Entering your SENIOR year

- Six months prior to graduating, meet with Dr. Chenoweth regarding internship opportunities
- Ask about Liability Insurance from Dr. Chenoweth when you discuss internship opportunities with him.
- Register with the Career Planning & Placement Service (Bloxtton House)

*Department of Health Education  
Worksite Health Promotion  
“Application for Consideration”*

Please type the following information and return to Dr. Chenoweth, Christenbury 205

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Birthdate: \_\_\_\_\_

No. of Semester Hrs completed at ECU: \_\_\_\_\_ Transfer Hours: \_\_\_\_\_ E-mail: \_\_\_\_\_

Local Address: \_\_\_\_\_ Local Phone: \_\_\_\_\_

Email address: \_\_\_\_\_

A. How did you hear about the Worksite Health Promotion Option? \_\_\_\_\_  
\_\_\_\_\_

B. What is your current grade point average? \_\_\_\_\_

C. Do you feel your current grade point average is a true reflection of your actual intelligence and aptitude? \_\_\_\_\_

D. Have you ever worked in a business, industry, or health care setting? \_\_\_ Yes \_\_\_ No

If yes, where: \_\_\_\_\_

Doing what? \_\_\_\_\_

Time frame: \_\_\_\_\_

E. Have you ever worked with adults? \_\_\_ Yes \_\_\_ No

If yes, where: \_\_\_\_\_

Doing what? \_\_\_\_\_

Time frame: \_\_\_\_\_

F. What will you probably be doing in 5 years?

G. What do you like about yourself?

H. What areas of your life are you trying to improve?

I. Describe your personal health status.

J. Describe your typical day (from wakeup to bedtime).

K. On a scale of 1 (Poor) to 10 (Excellent), how would you rate your attitude?

L. Have you ever been accused by a teacher/professor of cheating in a high school or college course? \_\_\_ Yes \_\_\_ No

**Advising Checksheet**  
 Worksite Health Promotion Option

Name: \_\_\_\_\_ SS#: \_\_\_\_\_ Catalogue Yr: \_\_\_\_\_

Hours Transferred: \_\_\_\_\_ From: \_\_\_\_\_

Dates: Major Declared \_\_\_\_\_ Senior Summary \_\_\_\_\_

Appl for Internship \_\_\_\_\_ Appl for Graduation \_\_\_\_\_

Internship Timeframe \_\_\_\_\_

Telephone: Local: \_\_\_\_\_ Permanent: \_\_\_\_\_

General Education (42 sh)	Gr	Adv. Init.	Core Requirements (23sh)	Gr	Adv. Init.
English (6)			ASIP 2112 or DSCI 2223 (3)		
ENGL 1100 (3)			BIOL 2130 (4)		
ENGL 1200 (3)			BIOL 2131 (1)		
			NUHM 1000 (3)		
Science (8)			EHST 3100 (2)		
BIOL 1050 (3)			FINA 2244 (3)		
BIOL 1051 (1)			MGMT 3202 (3)		
Electives (4)					
			Major 37 sh		
Math (3)			HLTH 2000 (3)		
MATH 1065			HLTH 2125/2126 (3,0)		
			HLTH 3010 (3)		
Social Science (12)			HLTH 3020 (3)		
PSYC 1000 (3)			HLTH 3030 (3)		
PSYC 3241			HLTH 4200 (3)		
ECON 2113 (3)			HLTH 4600 (3)		
Electives (3)			HLTH 4604 (3)		
			HLTH 4700 (3)		
Humanities and Fine Arts			HLTH 5200 (3)		
			EXSS 3805 (3)		
Electives (from each) (7)			EXSS 4806 (4)		
Health & EXSS (3)			Internship (12)		
HLTH 1000 (2)			HLTH 4991 (12)		
EXSS 1000 (1)					
			General Electives (12-15)		

**CURRICULUM GUIDE FOR SCHEDULING COURSES**  
**WORKSITE HEALTH PROMOTION OPTION**

FRESHMAN

FALL SEMESTER

English 1100\* (3)

SPRING SEMESTER

English 1200\* (3)

Either Semester

Health 1000	(2)
EXSS 1000	(1)
Psychology 1000	(3)
MATH 1065	(3)
BIOL 1050 (Intro)	(3)
BIOL 1051 (Lab)	(1)
DSCI 2223 or ASIP 2112	(3)
ECON 2113 (Intro Economics)	(3)
Hum. & Fine Arts (elective)	(3)
Social Science Elective	(3)
	31s.h.

\*Writing Intensive

SOPHOMORE

FALL SEMESTER

HLTH 2000 (Intro. to H.E.) (3)  
 BIOL 2130 (Anat. & Physiol.) (4)  
 BIOL 2131 (Lab) (1)  
 HLTH 3010 (Hlth Prob 1) (3)

SPRING SEMESTER

HLTH 3020 (Hlth Prob. II) (3)  
 EHST 3100 (InjuryControl) (3)

Either Semester

Literature (a course)	(3)
NUHM 1000 (Nutrition)	(3)
FINA 2244 (Legal Environment)	(3)
Hum. & F.Arts elective <sup>1</sup>	(3)
	29 s.h.

<sup>1</sup> COMM 2520 (Bus. & Prof. Speech) is recommended.

## CURRICULUM GUIDE FOR SCHEDULING COURSES

### WORKSITE HEALTH PROMOTION OPTION

#### JUNIOR

##### FALL SEMESTER

PSYC 3241 (Pers. & Indu)	(3)
EXSS 3805 (Physio. Exercise)	(3)
HLTH 3030 (Hlth Behavior)*	(3)

##### SPRING SEMESTER

EXSS 4806 (Exer. Eval & Rx)*	(4)
HLTH 2125/2126 (First Aid) <sup>1</sup>	(3)
HLTH 4604 (Applied Prin.)	(3)

##### Either Semester

Science (elective)	(4)
MGMT 3202 (Fund. Mgmt) <sup>2</sup>	(3)
Electives in health or other areas <sup>3</sup>	(7)
	33s.h.

<sup>1</sup>Should be taken within 9 months of internship (HLTH 4991)

<sup>2</sup> Prerequisite: ECON 2113

\*Writing Intensive

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#### SENIOR

(Business casual attire should be worn.)

##### FALL SEMESTER

HLTH 4200 (Plan & Evaluation)	(3)
HLTH 5200 (Hlth Ed. Wkplace)**	(3)
Electives	(9)
	15 s.h.

##### SPRING SEMESTER

HLTH 4700* (Prac. Seminar)	(3)
HLTH 4600* (Data Analysis)	(3)
HLTH 4991 (Internship)	(12)
	18 s.h.

\*5 week "block" classes (early January to mid-February)

\*Liability insurance is required to enroll in HLTH 4700

\*\*Offered in Fall Semester only.

NOTE: The pre-internship block courses (HLTH 4600 and 4700) are offered **only in the SPRING SEMESTER**. The internship (HLTH 4991) may be taken either semester or in the summer upon completion of these courses.

#### CREDIT HOUR DISTRIBUTION

General Education Hours	42	Freshman	31
Total Major Hours	70	Sophomore	29
Electives	12-15	Junior	33
	126 +	Senior	33
			126 minimum

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#### SUGGESTION

To enhance your job prospects, individuals planning to manage/direct a worksite health program in the future should seriously consider minoring in Business Administration. A minor in Business Administration consists of nine (9) courses; four of these courses (DSCI 2223; FINA 2244; MGMT 3202; and ECON 2113) are available in the WORKSITE HEALTH PROMOTION OPTION. The other five courses are: ACCT 2101 (Managerial Accounting), MATH 2283 (Statistics for Business), FINA 3004 (Financial Management) & MKTG 3832 (Marketing Management).

## PART III

### PLANNING YOUR INTERNSHIP



#### The Value of an Internship

One of the best ways to enhance your employability is to gain some worksite experience prior to entering the job market. For many students, the internship proves to be the highlight of their academic program with real on-the-job opportunities to expand their knowledge and skills. A good internship experience leaves the student with a high level of self-confidence, a realistic view of worksite health professionals, and good references for future employment.

#### Arranging an Internship

During the first semester of your senior year, meet with Dr. Chenoweth to discuss your career interests, internship options, scheduling, financial needs, and other pertinent factors. It is **YOUR** responsibility to arrange this meeting early enough (at least 6 months prior to internship) to accomplish a good match of your interests with an appropriate internship site.

#### Past and Present Internship Sites

A growing number of businesses, industries, and health care organizations offer health promotion internships. Since 1982, East Carolina University and various employers have worked together to provide students with challenging, rewarding internship experiences. A partial listing of organizations in which ECU students have interned include:

- American Corporate Health Program (Exton, PA)
- AT & T (Virginia)
- Bell Atlantic Mobile (Bedminster, NJ)
- DSM Pharmaceuticals, Inc. (Greenville, NC)
- Blue Cross/Blue Shield (New Hampshire)
- Campbell Soup Company (Camden, NJ)
- Cape Fear Medical Center (Wilmington, NC)
- CIGNA Corporation (Philadelphia, PA)
- COMSAT Corporation (Bethesda, MD)
- Consolidated Diesel (Whitakers, NC)
- Dietrich's Milk Products (Reading, PA)
- E.I. du Pont (Kinston, NC)
- Pitt County Memorial Hospital (Greenville, NC)
- Fort Sanders Medical Center (Knoxville, TN)
- General Electric (Wilmington, NC)
- Georgetown University Medical Center (Washington, DC)
- Johnson & Johnson (New Brunswick, NJ)
- Kimberly-Clark Corporation (Neenah, WI)
- New York Life Insurance (NJ)
- NC Governor's Council (Raleigh, NC)
- Northern Telecom (Research Triangle, NC)
- Pfizer, Inc. (New York City, NY)
- PKI International (No. VA)
- Procter & Gamble (Greenville, NC)
- Royal Insurance (Charlotte, NC)
- SAS Institute (Cary, NC)
- USAA Insurance (Norfolk, VA)
- Wake Medical Center (Raleigh, NC)
- Wrangler Corporation (Wilson, NC)
- Catawba Memorial Hospital (Hickory, NC)
- Carolinas Health System (Charlotte, NC)
- Children's Hospital (Norfolk, VA)

### A Student's View

"This internship has been a wonderful learning experience for me. It showed me that I could interact with a wide variety of people and help them meet their special needs. This experience has helped to enhance my writing skills and has made me more self-reliant (due, in part, to my newly-developed typing skills) and increased my self-confidence. I have recognized my shortcomings too...frustration at setbacks and the need to prepare further in advance. Overall, this internship was a period of tremendous growth, both professionally and personally. This is the result of the careful preparation of our activities for the summer by the entire staff. A contributing factor to my growth was the amount of hands-on experience we (student interns) received."

Richard B. Wilder  
ECU Intern at Kimberly-Clark Corporation

### A Worksite Supervisor's View

"In working with numerous interns, it is obvious that the individuals benefiting most in their internships have something to offer our organization and clientele. In preparing for a worksite health promotion internship, a student should develop a strong foundation in as many aspects of health promotion, fitness, and business as possible. Specifically, our interns need to be skilled in each of the following areas:

- Assisting with exercise stress testing
- Health education presentations
- Operating a personal computer
- Performing basic physical fitness tests (pulse taking, blood pressure, body fat measurements, flexibility, etc.)
- Teaching aerobic exercise classes
- Teaching first aid and CPR courses

In essence, the more a prospective intern has to offer in these areas, the greater the odds of being accepted into a quality internship program and his overall contribution."

David Gardner, D.A.  
Manager, Healthworks  
Wake Medical Center  
Raleigh, NC

## INTERNSHIP GUIDELINES

The following guidelines have been established to define the relationship between university faculty members, student interns and on-site supervisors.

1. Prospective interns **must** purchase a liability insurance policy (approximately \$20) prior to their pre-internship (HLTH 4700) assignment; see the departmental secretary in Christenbury Memorial Gym to process your payment
2. If the sponsoring organization requires specific vaccinations (Hepatitis B, for example) of an intern, the organization should (A) provide the intern with the vaccination(s) prior to the official start of the internship - OR - (B) notify the intern several months in advance of the internship so he/she can arrange to have the vaccinations completed at the ECU Student Health Center, at the intern's expense (the total cost of the Hepatitis B vaccine series is \$100.00 at the Health Center; it is considerably higher outside the University).
3. All pre-interns (HLTH 4700) and interns (HLTH 4991) are required to meet all drug testing standards established by a sponsoring organization, e.g., Drug Screening Consent Form, etc. See page 14 for a sample form. Failure to meet any standard will result in withdrawal of an internship and disciplinary action from the University.
4. Student interns should pay their own expenses associated with an internship. There are exceptions, although few. For instance, if the intern must travel to another location to provide a service normally conducted by the employer, and for which that person would be reimbursed, the student would expect the same reimbursement. An attitude of "reasonableness" normally determines who should pay specific expenses. The final decision rests with the employer.
5. Students should experience the responsibilities of a full-time employee. Thus, participating in various activities is encouraged to foster an appreciation for the commitment required of a full-time job.
6. A university supervisor will normally visit each internship site at least once to observe and discuss the intern's performance with his/her worksite supervisor. Telephone conversations or additional visits may be more frequent, if necessary, or may be used in place of on-site visits at distant sites (requiring more than 3 hours of driving time from ECU).
7. Each intern is required to complete a minimum of 480 contact hours with an average of 40 hours per week.

**DRUG SCREENING CONSENT FORM**

I understand as a condition of my internship, The \_\_\_\_\_ Company and/or any of its subsidiaries (the "Company") require that I provide a sample of my urine, which will be tested for the presence of drugs.

I have been offered an internship with \_\_\_\_\_ which is contingent upon satisfactory results from my drug screen and medical questionnaire.

According, I agree to this requirement and authorize the Company and/or any doctor or medical professional, clinic, laboratory or medical facility designated by the Company to collect from me one or more urine samples for this purpose. So that the tests will be valid, I agree not to intentionally contaminate, dilute or otherwise tamper with my urine sample(s).

I also understand that the results of this testing will be used by the Company to withdraw any offer of an internship.

\_\_\_\_\_  
Name (please print or type)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## INTERNSHIP ROLES AND RESPONSIBILITIES

Organizations offering health promotion internships have specific standards for interns. Take a look at the following program for an overview of typical requirements.

### HEALTHWORKS PROGRAM WAKE MEDICAL CENTER RALEIGH, NC

#### Purpose

To provide practical experience in a business and industry environment related to the allied health areas of rehabilitation, preventative health programming, and behavior modification as it relates to consumer fitness, health, and wellness programming.

#### WHAT DOES HEALTHWORKS EXPECT FROM THE UNIVERSITY?

- Assist the student in choosing a specific area or areas for internship based on interest and skills.
- Screen all applicants and submit only those who are qualified to work on a daily basis in one or all of Healthworks' Strategic Business Units.
- Orient student prior to beginning the internship and, in conjunction with Healthworks, provide counseling and guidance as indicated by personnel or field problems while the student is in the field:
  - housing
  - people skills
  - reporting relationships
  - where and how grade will be determined - well defined learning objectives
  - financial arrangements
  - hours of participation
  - overall responsibilities
- In collaboration with student and Healthworks' management, provide evaluation of student progress relating to areas of professional growth and behavior.
- Participate in a minimum of three (at least one personal) evaluations to discuss student progress. These evaluations are to be with the supervisor, Healthworks' staff, and student.
- Prior to assignment, the University will orient the student and thoroughly discuss all personal and professional responsibilities while engaged in the Healthworks' internship program.
- When applicable, the University is to discuss and disburse designated monetary funding/stipend for the student.
- All reports submitted to the University by Healthworks are to be evaluated by the University advisor and acknowledged in writing to Healthworks' supervisor.

## WHAT CAN THE UNIVERSITY EXPECT FROM HEALTHWORKS?

- An established supervisor relationship with intern wherever continued growth can be encouraged by way of weekly/monthly written progress reports and supervisor/intern ongoing meetings.
- Thoroughly introduce and acquaint the intern with the Healthworks' mission, strategic direction, goals and objectives, standards, etc., and the roles of Wake Medical Center's staff members as they may relate to Healthworks and the intern's responsibility by way of meetings and written literature.
- To explain thoroughly what is expected of the intern regarding his or her performance, program involvement, activity presentations, establishment of work schedules, relationships with all participants and staff members, and any other factors relative to student performance.
- Provide ongoing professional supervision and motivation with up-to-date competencies in the areas of programming (rehabilitation, fitness, behavior modification) and administration.
- To function cooperatively with the University evaluator/supervisor and intern participant in providing a continuous scheduled analysis and evaluation of student progress by way of agreed upon established dates including visitations and progress reports.
- Provide written communication with the University on all intern progress, problems, plans, highlights, and low spots of the intern's work experience, competencies, attitudes, and skills.

### HEALTHWORKS' INTERNSHIP TRACKS

Healthworks' three Business Units encompass a variety of rehabilitation and health promotion areas. This range of programming creates potential for numerous internship tracts or experiences. Below are examples of the types of internships available through Healthworks.

Cardiac Rehabilitation/Adult Fitness: Designed for graduate and undergraduate majors in exercise science with an emphasis on cardiac rehabilitation adult fitness. This tract provides practical experience in a Phase III Cardiac Rehabilitation Program as well as experience with Phase I Cardiac Rehabilitation and adult fitness programs.

Health Promotion: Designed for graduate and undergraduate majors in health education, public/community health, nursing, and physical education. This tract provides experience in health promotion program design and implementation. The intern would be involved in planning and delivery of health behavior education programs and services related to employee health promotion and work site health promotion.

Nutrition: Designed for graduate and undergraduate majors in nutrition/dietetics majors. Experiences are focused at developing skills in dietary analysis and consultation, weight management counseling, and nutrition education for both symptomatic and asymptomatic clients.

## PART IV

### INTERNSHIP INFORMATION FOR ECU INTERNS AND ON-SITE SUPERVISORS

#### PREFACE

The purpose of an internship is to provide the student with on-the-job professionally supervised experiences in a worksite setting. Realizing constraints such as staff time, program phases and budgetary concerns, it is understood there are limitations on what the student can accomplish in an internship. Nevertheless, interns will be graded on their overall performance and should not expect an automatic "A." Only those students performing at an exceptional level will earn an "A."

#### Student Intern Responsibilities

In line with organizational policies and practices, the student is expected to act and participate as a regular employee of the organization while serving as an intern. The student will be directly responsible to the on-site supervisor and comply with organizational policies including office hours, holidays, recommended dress, and other appropriate operating procedures.

#### A. Program Requirements for Student Interns

1. Complete a basic orientation to the organization, including:
  - a. its organizational structure (corporate hierarchy)
  - b. major programs and services
  - c. relevant supervisory personnel
  - d. problems, needs, and constraints relevant to the existing health promotion program
  - e. duties of an intern
2. Participate in and/or observe a variety of on-going activities such as staff conferences, staff planning activities, training activities, workshops, fairs, seminars, and other learning opportunities
3. Complete the "Major Project Planning and Evaluation" form (page 19) prior to beginning your MAJOR PROJECT and review it with the on-site supervisor on a regular basis. Some examples of major projects done previously by ECU student interns include:
  - \* developing and implementing CPR certification courses for employees
  - \* coordinating a cholesterol screening program for local companies
  - \* tracking health care cost trends to determine insurance premiums
  - \* developing a survey to measure employees' level of satisfaction toward company's fitness center
  - \* developing a marketing strategy to promote a health-care based health promotion program for public and private worksites
  - \* developing a presentation to advertise a new health promotion program to local industries
4. Upon completing the internship, participate in the "Post Internship Presentation Seminar" scheduled by Dr. Chenoweth.

## B. Written Requirements for Student Interns

To fulfill written requirements for academic credit, the student is responsible for:

1. Sending a black & white or color photo of the intern to Dr. Chenoweth by the third week of the internship.
2. Keeping a daily report of major activities performed during the internship.
3. Preparing a weekly two to four-page typed paper (using daily reports) describing the significant events and insights of each week. One copy is to be given to the on-site supervisor and one mailed, faxed, or e-mailed to the faculty supervisor each week. The on-site supervisor and student will meet weekly to discuss the quality, legibility, and overall value of each paper. The university supervisor will review these reports with the student during the on-site visit(s) or by phone at regular intervals.
4. Prepare a typed "Final Report" that includes:
  - A. A description of the:
    1. organizational structure of the company
    2. purpose of the company's health promotion program
    3. divisions of the program and major functions of each
    4. major sources of funding for the program
    5. "Project Planning and Evaluation" format
  - B. An analytical overview of the internship, including insights about:
    1. being a health educator in a worksite setting
    2. major benefits of the internship (to your professional growth, self confidence, etc.)
    3. suggestions for how the University might improve future internship experiences
    4. how the company might improve future internship experiences

Submit two typed, bound copies ("perfect binding" only) of the final report: one to the worksite supervisor and the other copy to the university supervisor on the date of the post-internship seminar.

**MAJOR PROJECT PLANNING & EVALUATION FORM**

Name of student: \_\_\_\_\_ Date: \_\_\_\_\_

Intern Site: \_\_\_\_\_ On-site Supervisor: \_\_\_\_\_

Reviewed by on-site supervisor : \_\_\_\_\_  
Signature Date

Name of Project:

1. Statement indicating why you and the employer consider this project necessary. Include relevant statistics regarding the problem/issue, if applicable.
  
  
  
  
  
  
  
  
  
  
2. List the goal (major outcome) you wish to accomplish by conducting this project. (For example: reduce the blood pressure readings of at least 50 percent of all employees detected with blood pressure of 140/90 or above.)
  
  
  
  
  
  
  
  
  
  
3. List objectives (steps) needed to complete the project or continue the project. Where applicable, list the date by which each objective should be completed. (For example: consult nurses on information needed in high blood pressure treatment booklet by March 1; contact printers about cost of booklets and printing schedule by March 15; and so on.)

OBJECTIVE

DATE

***\*\*Note: Complete #4 & 5 at the conclusion of your internship\*\****

4. Did you reach your goal? Describe possible reasons why or why not.
  
  
  
  
  
  
  
  
  
  
5. What follow-up, if any, needs to occur after you finish the internship to sustain the initial impact of your efforts?

### On-site Supervisor Responsibilities

The on-site internship supervisor is responsible for:

- A. Providing the recommended orientation activities for the student intern.
- B. Assisting in planning student activities and supervising the student internship for a minimum of 10 weeks.
- C. Having weekly conferences with the intern to discuss his overall performance, progress, and specific recommendations for improvement.
- D. Discussing the intern's performance with the university supervisor at regular intervals.
- E. Assisting the university supervisor in conducting (1) a mid-internship and (2) a final internship evaluation; and, recommending a grade for the student's performance. The recommended grade does not include the final report.

### University Supervisor Responsibilities

Faculty members serving as internship supervisors are assigned specific responsibilities for planning, coordinating, and supporting students during their internships.

#### A. University Supervisor

The assigned faculty member will serve in a supervisory capacity to assist the student-intern, in collaboration with the respective on-site supervisor. In this role, the faculty member:

- 1. Clarifies assignments and needs with the student intern and on-site supervisor.
- 2. Plans for the student to visit the intern site as early as possible prior to the beginning of the internship.
- 3. Visits the organization as necessary to consult with the worksite supervisor and student. (All visits will be cleared with the on-site supervisor, the student, and the university in advance.)
- 4. Reviews the student's weekly reports, giving feedback to the student and worksite supervisor during on-site visits or as otherwise needed.
- 5. Obtains the worksite supervisor's grade recommendation for the intern, grading the student's written report and submitting a final grade.

### Worksite Director's Responsibilities

1. Coordinate the development of policies, procedures, and standards for the internship program.
2. Assess the educational needs and professional interests of each student and, with the help of department faculty and worksite supervisors, determine the site most likely to provide appropriate experiences for each student.
3. Clarify the beginning and ending dates of the internship with the assigned university supervisor, worksite supervisor, and student intern prior to the official start of each internship.
4. Plan and coordinate the post-internship seminar held at the end of the internship experience.



**EVALUATION FORMS**

On-site Supervisor: You may photocopy these evaluation forms for you and the university supervisor to use in conducting the mid-internship evaluation (approximately 4th-5th week) and final internship evaluation (last week).

**MID-INTERNSHIP EVALUATION**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

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

ECU Supervisor: \_\_\_\_\_

Worksite Supervisor : \_\_\_\_\_

INSTRUCTIONS: Check the appropriate column, which reflects your observations.

**LEVEL OF PERFORMANCE**

	Excellent (5)	Good (4)	Average (3)	Poor (2)	Not Observed
A. PERSONAL TRAITS					
1. Self Esteem					
2. Adapts to internship role					
3. Working relationship with staff					
4. Working relationship with employees					
5. Working relationship with on-site supervisor					
6. Initiative					
7. Trustworthy, honesty					
8. Uses time efficiently					
9. Professional appearance					
10. Interpersonal skills with employees					
11. Accepts criticism constructively					
12. Sets standards of high quality					

	Excellent (5)	Good (4)	Average (3)	Poor (2)	Not Observed
<b>B. PROFESSIONAL SKILLS</b>					
1. Follows instructions from supervisor					
2. Identifies new opportunities to contribute					
3. Works within organizational structure					
4. Planning skills					
5. Sets realistic goals/objectives					
6. Uses appropriate resources					
7. Analyzes employees' needs accurately					
8. Write legible and complete weekly reports					
9. Willing to do more than is required					

**WORKSITE PROJECTS**

(To be pre-approved by Worksite and University Supervisors)

**LEVEL OF PERFORMANCE TO DATE\***

	EXCELLENT	GOOD	FAIR	POOR	NOT OBSERVED
PROJECT					
1.					
2.					
3.					

**\*No points are given at mid-internship on worksite projects.**

Areas which need particular attention at this time:

Special strengths demonstrated:

_____	_____
Signature of On-Site Supervisor	Date
_____	_____
Intern's Signature	Date

Worksite Supervisor: Keep one copy for your records and have the intern mail, fax, or e-mail one copy to:

David Chenoweth, Ph.D.  
Department of Health Education & Promotion  
Christenbury 205  
East Carolina University  
Greenville, NC 27858-4353  
Phone (252) 328-6431  
Fax (252) 328-1285  
E-mail: [ChenowethD@mail.ecu.edu](mailto:ChenowethD@mail.ecu.edu)

**FINAL EVALUATION**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

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

ECU Supervisor: \_\_\_\_\_

Worksite Supervisor: \_\_\_\_\_

INSTRUCTIONS: Check the appropriate column, which reflects your observations.

**LEVEL OF PERFORMANCE**

	Excellent (5)	Good (4)	Average (3)	Poor (2)	Not Observed
A. PERSONAL TRAITS					
1. Self Esteem					
2. Adapts to internship role					
3. Working relationship with staff					
4. Working relationship with employees					
5. Working relationship with on-site supervisor					
6. Initiative					
7. Trustworthy, honesty					
8. Uses time efficiently					
9. Professional appearance					
10. Interpersonal skills with employees					
11. Accepts criticism constructively					
12. Sets standards of high quality					

	Excellent (5)	Good (4)	Average (3)	Poor (2)	Not Observed
<b>B. PROFESSIONAL SKILLS</b>					
1. Follows instructions from supervisor					
2. Identifies new opportunities to contribute					
3. Works within organizational structure					
4. Planning skills					
5. Sets realistic goals/objectives					
6. Uses appropriate resources					
7. Analyzes employees' needs accurately					
8. Write legible and complete weekly reports					
9. Willing to do more than is required					

**WORKSITE PROJECTS**

(To be pre-approved by Worksite and University Supervisors)

**LEVEL OF PERFORMANCE TO DATE\***

	EXCELLENT	GOOD	FAIR	POOR	NOT OBSERVED
PROJECT					
1.					
2.					
3.					

\* Major project listed; points are awarded only on major project.

What areas did the intern make improvements in that were identified at mid-internship?

Overall, how would you rate the potential of this student as a health professional in a worksite setting?

Outstanding \_\_\_      Above Average \_\_\_      Average \_\_\_      Poor \_\_\_  
(10)                      (7.5)                      (5.0)                      (2.5)

\_\_\_\_\_  
Signature of On-Site Supervisor                      Date

\_\_\_\_\_  
Intern's Signature                      Date

Worksite Supervisor: Keep one copy for your records and have the intern mail, fax, or e-mail one copy to:

Dr. Chenoweth, Ph.D.  
Department of Health Education & Promotion  
Christenbury 205  
East Carolina University  
Greenville, NC 27858-4353  
Phone: (252) 328-6431  
FAX: (252) 328-1285  
E-mail: [ChenowethD@mail.ecu.edu](mailto:ChenowethD@mail.ecu.edu)

CRITERIA USED IN COMPUTING THE INTERN'S FINAL GRADE

<u>Evaluation Criteria</u>	<u>Maximum Points</u>
A. Mid-Internship Evaluation	105
B. Final Evaluation	110
C. Final Report	100
D. Post-Internship Presentation	100
E. Participation in Post-Internship Activities	75
F. Overall Rating by Worksite Supervisor	<u>10</u>
TOTAL	500

<u>FINAL POINTS</u>	<u>GRADE</u>
465+	A*
430-464	B
395-429	C
360-349	D
LESS THAN 360	F

**\* MUST ALSO RECEIVE AN OUTSTANDING RATING FROM WORKSITE SUPERVISOR ON FINAL EVALUATION**

