WESTERN MA PUBLIC HEALTH TRAINING CENTER INTERNSHIP PROGRAM

A HANDBOOK FOR STUDENTS & AGENCIES

WMPHTC
School of Public Health and Health Sciences
University of Massachusetts Amherst
www.umass.edu/wmphtc/internships
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Welcome to the Western MA Public Health Training Center (WMPHTC)

The WMPHTC at the School of Public Health and Health Sciences (SPHHS), UMass Amherst, was established in Fall 2011 as a grant-funded program supported by U.S Department of Health and Human Services Health Resources and Services Administration (HRSA).

The mission of the WMPHTC is to reduce the incidence and impact of chronic disease in Springfield, Holyoke, and Berkshire County, by offering the following services:

(1) Trainings to front-line community health workers about chronic disease management, using a “train the trainer” model
(2) Funding a select number of integrative collaborative projects that bring together community agencies, students, and faculty
(3) Funding a limited number of graduate student interns (from the School of Public Health and Health Sciences) to support the work of community agencies in Holyoke, Springfield, and Berkshire County

The purpose of the WMPHTC internship program is to provide SPHHS students with "real world" work experience to compliment classroom learning, so that graduating students are more equipped to be members of the Public Health Workforce upon graduation.

The following handbook provides essential information and guidelines for both students and agencies. It is our intention that this handbook will support valuable experiences for both students and agency preceptors.
FOR STUDENTS

Overview

WMPHTC Interns are accepted into a distinct program with specific requirements and expectations that may differ from the typical Research or Teaching Assistant positions that other students may have. We believe that having the opportunity to work in community organizations gives students practical, hands-on experiences that will be highly beneficial as each student develops their future career in the public health workforce.

Per Semester Requirements
The following list highlights the essential intern requirements, although these are subject to change. Intern duties each semester include, but are not limited to:

1. Fulfilling your contract hours (10 hours/week for 19 weeks)
2. Attendance at 2-3 trainings offered through the WMPHTC
3. Participation in Ning, a group blog used by current and past interns (wmphtc.ning.com). Students are required to submit 3-4 posts and 3-4 responses. Topics will vary and will be sent out by WMPHTC program staff
4. Submitting a time log that is signed weekly by the agency host
5. Timely response to the 2 evaluation forms administered by WMPHTC evaluation staff
6. 1-2 brief presentations to the WMPHTC Executive Council
7. Submitting all final materials created during the semester to WMPHTC program staff

At the start of the semester, each student will be asked to sign a contract, agreeing to fulfill the above requirements. During the first week of the semester, students will meet with their agency supervisor and WMPHTC program staff, to outline their project goals and timeline for the upcoming semester. Each student will create a Memorandum of Understanding (MOU) summarizing the project goals and timeline; it must be signed by the student, agency supervisor, and Risa Silverman, WMPHTC internship supervisor by the second week of the semester (see pages 17-19 for a sample MOU).

All students are expected to show up, communicate with both WMPHTC staff and agency supervisors within a reasonable timeframe (within 24 hours), and represent UMass and the WMPHTC positively in the community.
Renewal of student contracts for a second semester will be dependent on (1) student work, participation, and attendance and (2) a supervisor review at the end of the 1st semester.

WMPHTC program staff are available to assist and support both students and agencies to ensure that the internship experience is as valuable as possible for all parties. Communicating any challenges to WMPHTC program staff in a timely manner will ensure that we can address any issues immediately, for the benefit of both students and agencies.

Professional Expectations
As a representative of the Western MA Public Health Training Center, the School of Public Health and Health Sciences, and the UMass Amherst community at-large, it is essential that students conduct themselves in a professional and respectful manner. Among other things, this requires that you:

- Show up on time
- Communicate in a timely manner, as agreed upon by you and your supervisor
- Communicate to all people with respect
- Use respectful language
- Dress in a professional manner that also reflects the attire chosen by staff
- Be realistic with your abilities so you are able to fulfill work duties
- Communicate challenges & barriers that prevent you from fulfilling those requirements
- Contact your supervisor with at least 24 notice if there are any changes to your schedule
- Take time to find answers to your questions, before asking others
- Clean up after yourself
- Be friendly and positive

Reminders and Resources
Remember that many organizations are understaffed, and the ability to work independently and take initiative are highly valuable qualities. A successful internship experience yields positive references and professional connections.

Prior to meeting your agency mentor, we recommend taking the time to research the agency, the city where it is located, and the population served. Having a list of questions to ask at your initial meeting will show the agency that you are motivated and interested in the work.

For additional resources on service learning, please explore the UMass Amherst Civic Engagement and Service-Learning website: http://cesl.umass.edu/.

Cultural Humility
A portion of students will be working in organizations based in communities that are more diverse than the communities from which they are from. This diversity includes but is not limited to: race, ethnicity, gender, age, sexual orientation, religious affiliation, and
physical capability. It is of upmost importance that students are educated about and aware of the populations that they are working with.

Cultural humility refers to the concept of self-reflection, critique, and acknowledgement of existent imbalances of power within the context of health care delivery and public health practice (Tervalon & Murray-Garcia, 1998). Education and awareness of other cultures is an important component of cultural humility, but it is essential to acknowledge that people from different cultures cannot truly know what life is like for the other, and cultural differences will impact each interaction. “Approaching each encounter with the knowledge that one’s own perspective is full of assumptions and prejudices can help one to keep an open mind and remain respectful of the [other] person.” (http://www.uniteforsight.org/cultural-competency/module10).

For additional resources and information, please visit:  
http://www.deanza.edu/equityoffice/cultural-humility.html  

Administration

Payroll Paperwork
If you have not been previously employed by UMASS Amherst, you need to fill out the appropriate paperwork in Whitmore. Specific details can be found here: http://www.umass.edu/umfa/seo/docs/. Students are also advised to bring banking information in order to set up direct deposit. When filling out paperwork, please clarify to human resource staff that you are a graduate student needing to fill out paperwork for an RA (research assistant) position.

In-depth questions about graduate employment should be directed to the Graduate Assistantship Office, 517 Goodell. In-depth questions about taxes and deductions should be directed to Human Resources, located in Whitmore.

Payroll Schedule
The pay schedule for 2013-2017 can be found here:

UMASS Amherst prioritizes paperless paystubs. The log in to access current and past pay history can be found at HR Direct:  
https://sm-prd.ucollaborate.net/UMassIdM/UMassSSOLoginForm.htm

For all students, the first paycheck in the Fall Semester is often delayed due to staffing constraints at HR, but all funds are received retroactively when the first paycheck is issued. Please check your HR
Direct Login at the start of each semester. If you unable to log in, it generally means that your profile is not activated. If this is the case, please notify WMPHTC Program Staff and also contact HR immediately to ensure timely pay.

**Student Benefits**
WMPHTC interns receive the benefits of the Graduate Employee Union (GEO), including a tuition waiver, health insurance benefits, and paid vacation. Specific details can be found on the Graduate Assistantship Office page ([http://www.umass.edu/gradschool/funding-support/graduate-assistantship-office](http://www.umass.edu/gradschool/funding-support/graduate-assistantship-office)) specifically the first link, *Assistantship Information 2012-2013*.

**Protocol for Grievances**
Any students having challenges or issues with their supervisor, co-workers, or clients should contact Risa Silverman, Outreach Director for SHPPS immediately ([risa@schoolph.umass.edu](mailto:risa@schoolph.umass.edu), 127 Arnold House) for input and support.
**Student Timeline per Semester**
This timeline is based on a 19-week academic semester, and highlights important events/assignments that are part of your hourly requirements.

**Week 1**
Read:
- Core competencies for interns (see pages 8-10)
- Intern contract
- Any available agency information

Attend intern orientation
Sign intern contract
Complete demographic survey
Attend meeting to set project goals, activities and timeline

**Week 2**
Create MOU for the semester
Have MOU signed, and submit to WMPHTC and agency

**Week 3**
Attend Springfield or Holyoke Bound (dates TBA)

**Week 5**
Submit 1st Ning Post
Comment on at least 1 other Ning post

**Week 8**
Intern Training

**Week 9**
Mid-Semester Evaluations

**Week 11**
2nd Ning Post plus responses due

**Week 14**
Intern Training

**Week 17**
Final Ning Post and Response Due

**Week 18**
Intern Presentations to Executive Council

**Week 19**
Intern Presentations to Executive Council
End of semester evaluation

**Evaluation**
The WMPHTC is regularly striving to strengthen our internship program, to maximize the benefits for each student. We ask each intern to complete a brief evaluation form twice per semester: at the mid-point and the close of the semester. Your honest, thoughtful, and thorough feedback allows the WMPHTC to address any challenges in the internship, and to make improvements to benefit the overall internship experience. (See sample forms on pages 19-21).
FOR AGENCIES

Welcome and Overview

Both the WMPHTC and the SPHHS welcomes you as a professional mentor to SPHHS students. Internships provide students with a valuable real-world experience that will benefit their future career path; your participation is an asset to the University community. We have developed this handbook as a tool you can turn to for support and information as you develop a position, evaluate the intern’s work, and plan future internships.

The WMPHTC internship program was created to support the mission and activities of agencies and organizations in Holyoke, Springfield and Berkshire County, who are working to reduce the incidence and impact of chronic disease. WMPHTC program staff are available to support the student/agency relationship, but also require that agencies have specific objectives and duties in mind for students, so that students’ time is well utilized.

Each intern is hired for the Fall Semester (early-September through mid-December), and has the potential to have their contract renewed for the Spring Semester (mid-January-mid-May), based on evaluations from the agency.

Prior to the start of each semester, agency mentors will meet with the student intern and WMPHTC staff to establish the project activities and timeline. Throughout the semester WMPHTC staff will check-in with both agencies and interns to ensure that projects are happening smoothly, and offering help and intervention when necessary.

Objectives of Field Training/Internships

A placement will allow students to:

- Develop an understanding of the relationship between academic theory and practice
- Strengthen leadership, communication, judgment, problem-solving and administrative skills
- Have an opportunity to work in a real-life setting
- Gain and strengthen technical skills
- Develop as professionals
Role of the Professional Mentor

There are many names this individual goes by: preceptor, off-campus supervisor, and mentor are the most common titles. The role of the mentor is one that a supervisor might normally play with a new employee. Throughout the internship, the mentor assumes a primary and critical role in the educational development of the student. This involves providing guidance, instruction and information within a supportive, professional and stimulating environment.

The overall experience should allow for a students' professional growth, and mentors should allow for sufficient time to provide support to students. At the same time, the student intern should serve as a valuable resource to the agency, and not overburden staff and program operations. It is a balance that can only be determined and developed on a case-by-case basis.

Gaining Clarity Before Your Agency Seeks an Intern

An important step for each mentor is to develop goals and objectives for the project and intern *before* they begin working. Some questions to ask yourself:

- What expectations do you have of an intern?
- What do you want accomplished in the time period?
- Is this a reasonable workload, considering the time period?
- Will you be available to the student?
- Can you offer guidance to the student?
- Who else should the intern report to if you are unavailable?
- Will this person agree to this responsibility?

Answering these questions can lead to clear goals, and an efficient use of everyone’s time.

Developing Duties and Goals for Student Interns

The most successful placements offer clear expectations for student interns. Try your best to arrange ahead of time for much of the required training to take place during the first week or two, so the student can make the best use of their time with your agency. Each WMPHTC intern is required to meet with you in the first week of their internship, and to develop a Memorandum of Understanding (see sample, pages 17-18), which will outline their project goals and timeline for the semester and be signed by the student, agency, and WMPHTC program staff. The MOU can be referenced throughout the semester to ensure that both the student and agency stay on task and fulfill their commitments.

Below are some guidelines to consider when developing a student internship position at your agency:

1. **Outline your goals for the student at the beginning of the placement and encourage the student to share his/her goals.** When designing
objectives for the student’s work plan, consider that well-written objectives should be:

- Student-centered
- Describe one outcome only
- Specific
- Observable
- Measureable

Example Goal: By the end of the semester, the student will demonstrate proficiency in assessing the client population at the facility using acceptable standards of care for that population, as determined by the professional mentor.

2. Set up frequent appointments (weekly or bi-weekly) to review the student’s work and plans for the upcoming week. Provide suggestions and revisions in a timely manner so they can be incorporated into the student’s work plan. Make your expectations as clear as possible; check in with the student, and clarify as necessary. For internship work that is largely conducted off-site, this step is crucial. In these situations, it may be best to conduct weekly check-ins via phone, until you are comfortable that the student is able to complete their work from a distance.

3. Prepare the student for the types of conflict they might encounter when doing assigned work, and discuss strategies for addressing conflict. Encourage them to communicate any challenges or problems immediately, so that they can be addressed in a timely manner.

4. Help the student become familiar with what resources are available. Similarly, encourage them to proactively seek information, and to ask for support if they cannot find what they are looking for (after investigating for themselves).

5. Refer the student to information about the agency, the services provided, population served, and surrounding area. Having this information listed or compiled prior to meeting with a student will allow them to ask meaningful questions and be better prepared overall.

To Determine If Your Agency is Ready to Host An Intern

To determine if your agency is ready to host a student intern for the upcoming semester, you should be able to answer YES to each item on the following list:

1. Do you have a defined project that an intern can work on and ideally complete during the semester?
2. Do you have 10 hours of work per week for 17 weeks for the intern
   Fall Semester: early September to mid-December
   Spring Semester: late-January to mid-May
For exact dates, see: http://www.umass.edu/registrar/calendars/academic-calendar
3. Can you create a compiled list of back up projects for interns, to account for times when students are unable to complete primary activities?
4. Can you spare a 1-3 hours each week to meet with and support the work of your intern?
5. Are you willing to complete the WMPHTC evaluation at the end of the semester?
6. Are you willing to communicate challenges to WMPHTC program staff?
7. Are you able to support an intern if they experience difficulties with co-workers or program participants?

For details about what the WMPHTC expects from students, please review the following:

1. Professional Expectations and Responsibilities Page 4-5
2. Semester Timeline Page 8
3. Sample Contract Student and WMPHTC Will Sign Page 16
4. Sample MOU Students Will Develop: Student, WMPHTC, and Agency Will Sign Page 17-18

Guidelines for Providing Feedback to Students

Feedback should be focused on the student’s professional development, and how they are progressing toward the goals that were established at the beginning of the semester.

° Give the student both day-to-day and long-term feedback
° Be sensitive to a student’s reaction to negative criticism
° Go over mistakes with the student to help them avoid repeating the same mistakes
° Focus on a student’s strengths, but be willing to give constructive criticism to support their learning process
° Keep lines of communication open with the student and WMPHTC staff

Feedback is helpful when it is:

° Specific
° Positive
° Useful and supportive
° Fair and honest
° Timely
° Based on firsthand information
° Focused on work and behavior, not personality traits
° Given in private
Feedback is least helpful when it is:

° Global
° Negative
° Vague
° Judgmental
° Given in front of others
° Given without suggestions for improvement
° Given several days or weeks after the fact
° Directed towards situations that can’t be changed
° Based on hearsay or conjecture

Support for Preceptors

If you encounter any problems or challenges during the internship, discuss them with the student (and/or faculty member of the project, if applicable) as they arise. The success of an internship is impacted by the communication, cooperation, and professionalism of the student, agency staff, and University liaison. If you experience any conflict or challenges with your student intern, please contact Risa Silverman, Director of the Office for Public Health Practice and Outreach (OPHPO) at the School of Public Health and Health Sciences, and WMPHTC staff member. In our experience, it is always best to contact us immediately, regardless of the significance of the issue at-hand so that it is appropriately addressed and does not become a more significant problem. In extreme situations, we will intervene and terminate an internship.

Contact information for Risa Silverman:
° risa@schoolph.umass.edu
° 413-545-2529

Evaluation

Evaluation of each internship position allows us to ensure the quality of our program. In addition to checking in with preceptors via phone and email, we ask that each agency mentor complete an evaluation form at the end of the internship. Your cooperation and thoughtful input is essential for our program; it allows us identify strengths and areas that need attention and improvement. We encourage open lines of communication during and between internships. Please feel free to share any additional thoughts with WMPHTC program staff at any time.
Forms and Sample Documents

Council on Linkages Core Competencies for Interns:
8 Domains, and individual competencies for each domain

1. Analytical/Assessment
   - Identify, describe, and assess a population's health status, health problems, and related factors contributing to health
   - Use methods and instruments for collecting valid and reliable quantitative and qualitative data, and adheres to ethical principles in data collection
   - Identify sources of data related to public health and can examine its reliability, integrity, and comparability, and can identify any gaps in data
   - Describe how data can be used to address public health issues

2. Policy Development/Program Planning
   - Can explain how policies influence public health programs (and thus how they are likely to impact health)
   - Can gather information that may inform policy decisions
   - Describes public health laws and regulations governing public health programs
   - Identifies mechanisms to monitor and evaluate programs for their effectiveness and quality
   - Participates in program planning processes

3. Communication Skills
   - Identifies the health literacy of populations served
   - Communicates in writing and orally with linguistic and cultural proficiency
   - Solicits community based input from individuals and organizations
   - Conveys public health information using a variety of approaches (social networks, media, blogs)
   - Participates in the development of public presentations (programmatic, scientific, etc)
   - Uses conflict resolution, active listening and other group dynamic strategies in interactions with individuals and groups

4. Cultural Competency Skills
   - Incorporates strategies for interacting with persons from diverse backgrounds
   - Considers the role of cultural, social and behavioral factors in the accessibility, availability, acceptability and delivery of public health services
   - Describes the need for a diverse public health workforce
   - Participates in the assessment of cultural competence of an organization

5. Community Dimensions of Practice Skills
   - Recognizes linkages and relationships among multiple factors or determinants affecting health
   - Demonstrates ability to work in Community Based Participatory Research
   - Establishes linkages with key stakeholders
   - Collaborates with community partners
   - Uses group processes to advance community involvement
   - Identifies community assets and resources
   - Gathers and uses input from the community to inform development of policies and programs
   - Inform the public about public health policies, programs and resources
6. **Public Health Science Skills**
   - Describes the scientific evidence related to a public health issue, concern, or intervention
   - Applies epidemiological and biostatistics methods to public health policies and programs
   - Retrieves scientific data from a variety of text and electronic sources
   - Determines the limitations of research findings
   - Partners with other public health professionals in building the scientific base of public health

7. **Financial Planning and Management Skills**
   - Translates evaluation report information into program performance improvement action steps
   - Contributes to the preparation of proposals for funding from external sources
   - Demonstrates public health informatics skills to improve program and business operations
   - Describes how cost-effectiveness, cost-benefit, and cost-utility analyses affect programmatic prioritization and decision making

8. **Leadership and Systems Thinking Skills**
   - Describes how public health operates within a larger system
   - Participates with stakeholders in identifying key public health values and a shared public health vision as guiding principles for community action
   - Identifies internal and external problems that may affect the delivery of Essential Public Health Services (then do we need to enumerate the PH Services?)
   - Participates in the measuring, reporting, and continuous improvement of organizational performance
   - Describes the impact of changes in the public health system, and larger, social,
Sample Contract

I, (Student name) have been assigned to work with (agency name) for the (Fall or Spring) Semester 2013 as part of the Western Massachusetts Public Health Training Center’s internship program at the School of Public Health and Health Sciences, University of Massachusetts, Amherst. As part of my internship, I agree to do the following:

1. Complete an MOU, detailing project activities and timeline
2. Fulfill my contracted hours
3. Submit weekly timesheets
4. Submit 3 Ning posts, and reply to at least 3
5. Respond to and complete all evaluation forms
6. Give a brief presentation to WMPHTC Executive Council
7. Submit completed projects to the WMPHTC
8. Respond to email from WMPHTC staff within 24 hours
9. Communicate any problems to WMPHTC staff immediately
10. Positively represent UMASS and the WMPHTC

(Student Signature) (Date)

(WMPHTC Staff Signature) (Date)
Sample Memorandum of Understanding (MOU)

To: Sally Maxwell, Director of Programs
   X Community Agency, Springfield, MA
From: Student X
   Western MA Public Health Training Center
Date: September 6, 2013
Re: Project X

Purpose:
To learn first hand about non-profit program evaluation by assisting Agency X in the evaluation of their Network Capacity Building Program.

Focus:
The student intern will create a map that connects the evaluative information that Agency X is collecting from their Network Capacity Building Program, to the stated goals of that program. In doing so, they will identify places where evaluative information is either redundant or lacking. The map will focus on the three following branches of their Program: Agency Development and Training Institute (ADTI), Agency Support through Network Capacity Coordinators and Supportive Programming from Agency X itself. In addition, the student intern will provide feedback on two specific evaluative tools used in the assessment of the ADTI learning programs.

Tasks:
- The student intern will provide Agency X with a visual map (logic model), tracking the three main responsibilities of the Network Capacity Program (ADTI; Agency Support Through Network Capacity Coordinators; Other Supportive Programming from Agency X), and evaluating if they achieve their two main goals:
  o I: To strengthen emergency food agencies by increasing their capacity to provide more quality food efficiently to more people and offer more services that improve consumer self-reliance.
  o II: Build a strong inter-agency network for the purpose of sharing best practices, coordinate activities, identifying gaps in services, and improving food access by developing innovative community-based solutions to hunger.
- The student intern will evaluate the existing evaluation tools used to assess both the workshops and trainings, and the point system for rewards conducted by the ADTI. In order to do so, the student team will examine current evaluation tools and their results, and will each attend at least one ADTI training.
- The student intern will contact Sally Maxwell weekly via email, to keep her updated on our progress. In addition, we will have weekly meetings to stay on task. The end product will include a
visual map and a written report analyzing current evaluation tools.

**Timeline:**

- **Week of September 26^th:** MOU signed by student intern and Sally Maxwell
- **October - November:** Student team will each attend at least one training
- **November 23^rd:** Draft project report due
- **December 7^th:** In-class project presentations. Project reports due
- **Date TBD:** Presentation to staff

**Resources:**

Sally Maxwell, Director of Programs, will provide resources required to complete tasks in a timely fashion. In addition, Sally Maxwell will facilitate access to relevant staff and required information, to ensure that the student intern is able to complete the above tasks by the agreed upon dates. Specific resources requested includes, but is not limited to:

- **For evaluation:**
  - Evaluation forms for trainings and workshops
  - Point system rewards chart
  - Data collected from, and pertaining to, point system for rewards
- **For completion of visual map:**
  - ICM evaluation tools, and pre and post tests
  - Nutrition workshop evaluation tools
  - Collected data on SNAP enrollment and agency recruitment
  - Data on connecting agencies to other services
  - Agency listening tour, forms and gathered data
  - Any additional data necessary to complete map

I consent that I have read and understood this memorandum and agree with its contents.

(Student Intern)  
(Date)

(Community Agency Staff)  
(Date)

(WMPHTC Program Staff)  
(Date)
**Evaluation Forms**

Below are sample evaluation forms for both students and agencies. Please note that actual forms may differ slightly.

**For Students:**

**Sample: Student One-Month Evaluation Form**

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**Student One-Month Evaluation Form**

**School of Public Health & Health Sciences**
**University of Massachusetts, Amherst**

**Student Information**

Name: ____________________________

Title of Practicum (or location): _______________________________________________

Faculty Advisor: ____________________________________________________________

Practicum Site Supervisor: _________________________________________________

Semester and year of Practicum: ____________________________________________

1. Describe and explain any changes in the goals, activities or schedules of your practicum. Also describe any changes made to the learning objectives you are working towards.

2. Describe how the practicum has been going, including successes and challenges. Include a description of progress related to attaining your learning objectives.

Student Signature: ____________________________ Date: ______

WMPHTC Coordinator Signature: __________________ Date: ______

Submit the completed form to the SPHHS Practicum Coordinator

9/25/08
Sample: Student End of Semester Student Evaluation Form

End of Semester Student Evaluation Form
School of Public Health & Health Sciences
University of Massachusetts, Amherst

Name of Student: ______________________________________________________
Student’s Division/Department: __________________________________________
Dates of Practicum: From: ___________ To: ___________ Total Weeks: __________ 
Name of Practicum Site Supervisor: _______________________________________
Practicum Site Supervisor’s Title: __________________________________________
Agency, Organization, or Company: ________________________________________
Address: __________________________________________________________________
Telephone Number: ______________
Fax Number: ______________
E-mail Address: __________________________________________________________

III. Reflect on your experience in the practicum and indicate your judgment of the following on a scale of 1 (LOW) to 5 (HIGH) by circling the appropriate number next to each item. Circle NA for those items you do not feel qualified to evaluate or for those items that did not apply to this experience.

<table>
<thead>
<tr>
<th>Low</th>
<th>Average</th>
<th>High</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was oriented to the site environment</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The site created an atmosphere of acceptance, friendliness and belonging.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The Site Supervisor clarified my responsibilities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The Site Supervisor assisted in establishing goals and objectives for my practicum.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The Site Supervisor demonstrated effective administrative methods and techniques.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The Site Supervisor encouraged me to participate in departmental and/or program meetings.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The Site Supervisor allowed me to take initiative and be creative.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The Site Supervisor met with me at least weekly to discuss progress and/or problems.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The Site Supervisor provided constructive criticism and guidance.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The Site Supervisor served as an effective professional role model for me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Overall, how would you rate the learning experience</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
you received?

<table>
<thead>
<tr>
<th>Overall, how would you rate your Site Supervisor?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
</table>

* Adapted from the University of Oklahoma Health Sciences Center

___Attach a copy of any work produced for the organization

Student Signature: ___________________________ Date: ______

WMPHTC Coordinator Signature:_____________________ Date: ________
For Agencies:

Sample: Agency End of Semester Evaluation Form

UNIVERSITY OF MASSACHUSETTS
AMHERST
School of Public Health and Health Sciences
Arnold House
715 North Pleasant Street
Amherst, MA 01003-9304

Site Supervisor Evaluation of the Student’s Performance
School of Public Health & Health Sciences
University of Massachusetts, Amherst

Name of Student: _______________________________________________________
Student’s Division/Department: ___________________________________________
Dates of Practicum: From: ________ To: ________ Total Weeks: ____ Hours/Wk __
Name of Practicum Site Supervisor: _______________________________________
Practicum Site Supervisor’s Title: ___________________________________________
Agency, Organization, or Company: _________________________________________
   Address: ___________________________________________________________________
   Telephone Number: ____________
   Fax Number: _______________
   E-mail Address: ______________________________

1. Give a brief description of the experiences provided for the student by you and your organization.

2. What type of project did the student perform? Was it completed to your satisfaction?

3. What were the positive aspects of the practicum for you and/or your organization?

4. What were the challenges of the practicum for you and/or your organization?
5. Are there any areas of our student’s educational background that you feel could be added to, improved, or made more complete? What are these?

6. Indicate your judgment of the student’s work on a scale of 1 (LOW) to 5 (HIGH) by circling the appropriate number next to each item. Circle NA for those items you do not feel qualified to evaluate or for those items that did not apply to this experience.

<table>
<thead>
<tr>
<th>Personal Qualities</th>
<th>LOW</th>
<th>AVERAGE</th>
<th>HIGH</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambitious</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Takes the Initiative</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Enthusiastic</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Dependable/Reliable</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relationships with Others</th>
<th>LOW</th>
<th>AVERAGE</th>
<th>HIGH</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to accept suggestions &amp; criticism</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Sensitive to cultural diversity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Able to work as part of a team</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Respectful of others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Qualifications and Job Performance</th>
<th>LOW</th>
<th>AVERAGE</th>
<th>HIGH</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Command of technical subject matter</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Able to organize work/time</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Able to express ideas in writing</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Able to communicate ideas orally</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Knowledge of public health topics</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Able to research problems</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Accepts responsibility</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Potential for professional growth</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Overall quality of work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

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8. What recommendations do you have regarding our Practicum placement policies?

9. Are you willing to have another Umass Amherst student placed with you?
   ______Yes    ______No

10. If yes, are you willing to supervise another student?
    ______Yes    ______No

Internship Site Supervisor Signature:______________________________
WMPHTC Supervisor Signature:______________________________
Date:_____________
The purpose of this log is for you and your Practicum Site Supervisor to make sure you are completing your practicum hours in a timely way. Please submit this to the SPHHS Practicum Coordinator.

Student Name:

<table>
<thead>
<tr>
<th>Work Week (Sunday-Saturday)</th>
<th># Hours Worked</th>
<th>Brief Work Description</th>
<th>Agency Supervisor Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>EX: 9/8-9/14/2013</td>
<td>10</td>
<td>Created MOU, on-site training</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL:

Student signature:
References

This manual was compiled in 2013 by Alice Fiddian-Green, student research assistant at the Western MA Public Health Training Center, and supported through a grant from HRSA. The following sections were adapted from the 2001 SPHHS Professional Mentor Handbook: Objectives of Field Training, Role of the Professional Mentor, Developing Duties and Goals for Student Interns, and Guidelines for Providing Feedback.