



MAKING INTERNSHIPS WORK FOR YOU

NWI CONFERENCE 2012

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Objectives

- ❑ Recognize the benefits of internship programs for all parties
- ❑ Comprehend the steps to developing your internship program
- ❑ Understand the legalities of taking student interns
- ❑ Find appropriate resources to build and expand your program



What is a Health Promotion Internship?

- ❑ A temporary position emphasizing on-the-job training rather than merely employment.
- ❑ An opportunity for students to gain work experience and make connections with professionals in their field prior to graduating.
- ❑ Designed in cooperation with agencies, organizations, and corporations, and should include experiences/projects in behavior change facilitation, program promotion, and organizational activities.
- ❑ A way for students to gain pre-professional experiences in wellness programming and health promotion specifically in the areas of behavior facilitation, promotion and organizational skill



Experiential Learning Opportunity

- ❑ The learning opportunity needs to provide a benefit to both worksite and student (Peters, 2011)
- ❑ Activities should be structured to meet a real need in the organization, community, or population served; to develop civic responsibility; or to provide career exploration (Mumford, Inungu, & Johnson, 2008).
- ❑ The learner must be involved in shaping the process they will follow, guided not only by the concepts of their course work, but also by their own personal knowledge and experiences (Bangs, 2011)



Benefits

EMPLOYERS:

- ❑ Manage workflow
- ❑ Recruit talent
- ❑ Influx of new ideas, intellectual capital
- ❑ Low or no cost labor
- ❑ Productivity gains
- ❑ Access to university personnel
- ❑ Partner with university to influence curriculum development
- ❑ Supporting students
- ❑ Community support



Benefits

STUDENTS:

- ❑ On-the-job training
- ❑ Have an edge on the job market
- ❑ Networking with professionals in the field
- ❑ Gain confidence
- ❑ Application of classroom knowledge to real life situations
- ❑ Identify and/or test interests and talents
- ❑ Encourage critical-thinking and problem-solving skills



Benefits

UNIVERSITY:

- ❑ Opportunity to relate academic training to job requirements.
- ❑ Uses community facilities and resources for educational purposes to provide education in fields not generally accessible through traditional learning.
- ❑ Keep abreast of developments in the business and industrial world.
- ❑ Direct avenue through which the university can meet community needs.

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Benefits

COMMUNITY:

- ❑ Provides an increased source of well-educated workers.
- ❑ Provides a labor force that is more thoroughly educated than graduates who have not had work-experience education and hence works more efficiently.
- ❑ Increases cooperation between the community and the university.
- ❑ Increases the possibility that young people will remain in the community after graduation.

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Successful Programs

- ❑ Central to the success of a college or university internship program are clear goals and objectives, a trained staff, buy in from institutional and community partners, and resources for students and employers.
 - Giordani, P. (2007). What makes a college internship program effective, *National Association of Colleges and Employers' (NACE) Journal*, 70(3), 37 - 38

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Four Phases for Success

Wolfe and Byrne, 1975

- ▣ Design
- ▣ Conduct
- ▣ Evaluate
- ▣ Feedback



DESIGN

Research and Discover

1. Learn about the landscape
2. Evaluate your organization
 - Organizational audit
 - Culture
 - HR resources
 - Time
 - Meaningful work
 - Physical resources
 - Financial resources
3. Learn about legality
4. Understand college credit



DESIGN

Plan

1. Gain business-wide backing
2. Design the program
 - Goals
 - Budget
 - Job Description
3. Put together a compensation plan
4. Delegate duties
5. Select a start date for interns



Types of Intern Tasks

- ▣ Research the viability of a new program, campaign, or initiative; compile and present statistics.
- ▣ Complete a backburner project that has been bogging down permanent staff.
- ▣ Create a proposal on a potential social media strategy, evaluate various social media platforms, or come up with suggestions for how your current social media strategy might be improved.
- ▣ Propose solutions for a mid-level problem that no one has had time to address.
- ▣ Research and identify the most influential blogs in your industry. Follow them and provide weekly reports.
- ▣ Scan industry media for news items; provide regularly scheduled updates.
- ▣ Accompany employees to client, sales, or other outside meetings; have them take an observer role, but ask for their input and ideas (and answer any questions) after you've left.
- ▣ Take responsibility for some regular task.
- ▣ Prepare a budget.
- ▣ Create program support materials.
- ▣ Plan and coordinate an event or meeting.
- ▣ Perform a study or survey; analyze and present results.
- ▣ Write internal communications.
- ▣ Source goods or search for lower-cost sources for high-volume materials.
- ▣ Clean up a database.
- ▣ Serve as a liaison between the company and clients or vendors (freeing up staff members to communicate on only more crucial issues).
- ▣ Aid in the modification or enhancement of your internship program.
- ▣ Help screen and train replacement interns prior to departure.

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CONDUCT



Take Action

- ▣ Post the position
 - University
 - Career Centers
 - Departments
 - Professional organizations
 - Job listing boards
- ▣ Evaluate candidates
- ▣ Interview, select, and hire interns
- ▣ Monitoring the experience of the intern
- ▣ Making any needed modifications to the design

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EVALUATION

<ul style="list-style-type: none"> ▣ Intern <ul style="list-style-type: none"> ▪ Progress ▪ Goal completion ▪ Formal written reviews ▣ Program <ul style="list-style-type: none"> ▪ Value to the company ▪ Tasks ▪ Supervisor Feedback ▪ Process ▪ Outcomes 	<ul style="list-style-type: none"> ▣ University <ul style="list-style-type: none"> ▣ Structure of the program ▣ Coursework ▣ Improvements ▣ Meet needs <ul style="list-style-type: none"> ▣ Internal ▣ External
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FEEDBACK

- ☐ Intern Site
 - Preparation of the student
 - Suggestions to improve the internship program
- ☐ Instructor
 - Developing the positive outcomes in the process
 - Removing negative experiences
- ☐ Students
 - Learning experiences at the organization
 - How their coursework prepared them for the internship

☐ Using feedback as a learning tool is an important piece of the process



FEEDBACK

Performance Factors: (Circle one, scale: NA = not applicable, <2 = would not hire, 3 = trainable-would hire, 4 = works well alone - professional quality, 5 = exceptional)

PROMOTION & MARKETING	NA	low	avg.	high		
	0	1	2	3	4	5
Organizational techniques						
a. ability to develop time line and keep task on schedule.....	0	1	2	3	4	5
b. ability to develop an overall promotional plan; creativity.....	0	1	2	3	4	5
c. rapport/responsiveness to organizations promotional needs.....	0	1	2	3	4	5
d. demonstrates ability to motivate individual/group participation.....	0	1	2	3	4	5
e. shows reliability/responsibility on following directions and carrying out supervisor's instructions completely and accurately.....	0	1	2	3	4	5
f. displays knowledge of promotion & marketing strategies.....	0	1	2	3	4	5
g. communication skills; assertive, informative, creative in phone, written, media and personal.....	0	1	2	3	4	5
h. ability to evaluate organizational progress and refer problems to the supervisor when necessary.....	0	1	2	3	4	5
i. follows through; completes assignments in a timely, efficient manner.....	0	1	2	3	4	5
j. did the event occur as planned i.e. ability to implement plan or part of plan as appropriate or was an alternative plan devised.....	0	1	2	3	4	5



FEEDBACK

Performance Factors: (Circle one, scale: NA = not applicable, <2 = would not hire, 3 = trainable-would hire, 4 = works well alone - professional quality, 5 = exceptional)

BEHAVIOR CHANGE	NA	low	avg.	high		
	0	1	2	3	4	5
Facilitation techniques						
a. voice projection/clarity of instructions.....	0	1	2	3	4	5
b. organization/maintains group control.....	0	1	2	3	4	5
c. rapport/responsiveness to individual participant needs.....	0	1	2	3	4	5
d. demonstrates ability to motivate individual participants.....	0	1	2	3	4	5
e. attitude/appearance/respect.....	0	1	2	3	4	5
f. shows reliability/responsibility in following directions and carrying out supervisor's instructions completely and accurately.....	0	1	2	3	4	5
g. acts as a positive but realistic professional role model.....	0	1	2	3	4	5
Knowledge of subject						
a. assessment/screening/technical skills.....	0	1	2	3	4	5
b. ability to individualize the behavior change plan for the individual/group; realistic goal setting.....	0	1	2	3	4	5
c. displays adequate knowledge in the teaching area.....	0	1	2	3	4	5
d. communicates knowledge in an informative, creative manner.....	0	1	2	3	4	5
e. provides clients with appropriate handouts or visual aids.....	0	1	2	3	4	5
f. counseling skills.....	0	1	2	3	4	5
g. ability to evaluate client's progress & refer problems when necessary.....	0	1	2	3	4	5
h. follows through; completes assignments in a timely, efficient manner.....	0	1	2	3	4	5



Legal Issues

<http://www.detroitchamber.com/region/Regional-Initiatives/Intern-in-Michigan/811-ilm-employers-internship-toolkit-legal-issues>



- ☐ You do not have to pay interns who qualify as learners or trainees.
- ☐ The U.S. Department of Labor has outlined six criteria for determining trainee status:
 1. Interns cannot displace regular employees or take on duties of fired or laid off employees.
 2. Interns are not guaranteed a job at the end of the internship
 3. Interns are not entitled to wages during the internship
 4. Interns must receive training from your organization, even if it somewhat impedes the work
 5. Interns must get hands-on experience with equipment and processes used in your industry and receive course credit.
 6. Interns' training must primarily benefit them, not the organization



Resources

ASSISTANCE

- ☐ Intern Bridge
 - <http://www.internbridge.com/>
- ☐ Internship.com
 - <http://www.internships.com/employer>
- ☐ UWSP - HPHD
 - <http://www.uwsp.edu/hphd/>
- ☐ Chizeck, S.P. (2004). : Establishing a worksite health promotion internship program. A WELCOA Blueprint. 1 - 14. Retrieved from www.welcoa.org.
- ☐ Detroit Regional Area Chamber of Commerce Toolkit
 - http://www.wm-alliance.org/documents/publications/Employer_Toolkit_-_FINAL_3-10-09.pdf

POSITION POSTINGS

- ☐ National Wellness Institute
- ☐ HPCareer.net
 - <http://www.hpcareer.net/>
- ☐ Premier Health and Fitness Resources
 - <http://phfr.com/InternshipFinder/default.aspx://www.phfr.com/>



QUESTIONS



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