

IOWA

College of Public Health

INTERNSHIP RESOURCE GUIDE FOR EMPLOYERS

INTRODUCTION

The University of Iowa College of Public Health is committed to the continued development and support of the public health workforce in Iowa. By integrating students into public health practice, organizations and agencies benefit from the engagement of skilled, enthusiastic students to assist in carrying out goals and objectives, while students build upon their education and training - more effectively preparing them to enter the workforce.

This resource guide is intended to assist supervisors to effectively integrate interns and students in training into their organizations and to facilitate a positive, productive work environment for both the students and the hosts. You are encouraged to use the following tools in the ways that will be most beneficial to your organization. This may vary based upon the duration of the project, the complexity of the assigned tasks, and even the level of experience of the student or supervisor. This resource guide is a living document and will continue to be updated to accommodate the needs of our partners. We invite you to submit suggestions and requests to Sophie Switzer, Assistant Director, Career Preparation and Engaged Learning, at sophie-switzer@uiowa.edu.

Please keep in mind that students working to fulfill an experience related to a degree requirement (such as the Undergraduate Experiential Learning Opportunity or the MPH Applied Practice Experience) must work closely with the directors of those programs as there may be additional, or alternative, tools required for those programs.

Thank you for partnering with the University of Iowa College of Public Health to support, sustain, and strengthen Iowa's public health infrastructure.

Scot Reisinger
Assistant Dean of Student Services
College of Public Health

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POTENTIAL INTERVIEW QUESTIONS

1. What interested you in this position?
2. Do you have any experience with community health assessments, either in practice or through your course work? (Revise for different position or projects.)
3. Briefly describe your background and any public health experience you have gained through a job, volunteer experiences, or coursework.
4. What experience do you have working in public engagement situations? (e.g., working with community organizations/partners, communicating with the public)
5. What types of documents or presentations have you produced in previous jobs or public health classes?
6. Technical skills will be important in this position. What is your level of proficiency with Microsoft Word, Qualtrics, Excel, Outlook? (Revise list as appropriate.)
7. How do you stay organized, plan for deadlines, and balance multiple tasks at one time?
8. What types of job responsibilities/work tasks/assignments do you find most rewarding? Please explain.
9. What types of job responsibilities/work tasks/assignments do you find most frustrating? Please explain.
10. What professional or academic accomplishment are you most proud of and how did you achieve it?
11. What are the abilities and qualities you see in yourself that will help you to be successful in this position?
12. What are your goals for being involved in a public health internship? What do you hope to learn from this experience?
13. Can you give an example of a time when you performed successfully in a high-pressure situation?
14. Tell us about a time when you worked with a team, either in school or in a work setting.
15. In what area of this project do you think you may have difficulty or need additional guidance?
16. Is there anything you would like to share which we have not discussed?

Specific to Remote Work:

1. What tools do you use to stay on task when you are not being directly supervised?
2. This position is primarily remote, but are you able to be on-site when required?
3. Do you have the tools to work remotely? (e.g., reliable internet, computer, phone)

Final Questions:

1. How many hours per week do you think you could work over the summer?
2. If hired, when can you start?
3. If hired, when would the internship need to be completed?
4. Is this internship/project a requirement for your degree? If so, are there any specific requirements we need to be aware of to help you fulfill the requirement?

EMPLOYER ORIENTATION CHECKLIST

Contact Intern One Week Prior to Start Date

- Specify instructions for first day
 - Arrival time
 - Location address, specific entrance, and specific office/room
 - Name of person who will meet intern
 - Share expectation of work attire. Send policy if available.
- Provide information about parking, including meters, restricted lots, etc.
- Request any paperwork or identification student must provide

Welcome and Tour

- Welcome intern and discuss orientation plan
- Give a tour of the facilities including restrooms, meeting spaces, break room, and office supply areas
- Introduce intern to organization staff

Organization

- Share organization's mission statement and goals
- Provide information, documents, and resources relevant to the work intern will perform
- Provide the intern with resources for training required by the organization
- Ensure intern is included in office communication tools (email groups, apps, directory, etc.)
- Provide web addresses and location of relevant information on organization's intranet

Agency

- Work arrangement:
 - On-site
 - Remote
 - Hybrid (Specify remote vs on-site time expectations)
- Hours
 - Work schedule (e.g., during office hours, on student's time, or a combination)
 - Time tracking method, if applicable (e.g., timecard, electronic log, self-reported)
 - Procedure for notifying the employer of student absences
 - Expectation for breaks, attendance, and punctuality, if applicable
- IT needs - computer, email address, telephone system, copy machine or other equipment
- Review the agency Employee Handbook or relevant policies and how they can be accessed

Position

- Communicate goals and expectations for the project using the Supervisor/Student Learning Agreement (template on page 5)
- Review evaluation tools to be used throughout the internship
- Schedule regular times for student to connect with supervisor about the project, questions, concerns

Support

- Share supervisor's contact information for use in the case of problems, questions, or concerns
- Provide secondary contact in case supervisor is unavailable

SUPERVISOR/STUDENT LEARNING AGREEMENT

*Supervisor and student should complete this together prior to beginning the project.

Organization: _____

Date: _____

Student: _____

Supervisor: _____

Student Email: _____

Supervisor Email: _____

Student Phone: _____

Supervisor Phone: _____

Project Goal 1:
Student's primary responsibilities to reach this goal:
How will success be measured?

Project Goal 2:
Student's primary responsibilities to reach this goal:
How will success be measured?

Project Goal 3:
Student's primary responsibilities to reach this goal:
How will success be measured?

Student Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

SUPERVISING INTERNS REMOTELY

Benefits to the Organization

- Provides the organization with an expanded, diverse applicant pool
- Rural and urban organizations have equal opportunity to host interns, regardless of their location
- Unnecessary to provide office space for the intern

Benefits to the Intern

- Provides students with a wider variety of opportunities
- More equitable for students who lack resources to commute, relocate, purchase work attire, etc.
- Allows flexibility, enabling students to work and/or attend classes while completing internship

TIPS FOR SUPERVISING STUDENTS REMOTELY

Technology

- Ensure student has access to a reliable internet connection
- Arrange for organizational email address for student
- Discuss any software student must have to complete the project
- Arrange for the student to have access to shared drives
- Conduct training on all tools and software student will use
- Provide contact information for the person who should be consulted with IT questions

Communication

- Consider using tools like Slack or Trello to manage projects efficiently
- Use a shared calendar to ensure accountability
- If concerns about the remote arrangement develop, address them immediately

Collaboration

- Communicate to your team what the intern will (and will not) be doing for your organization
- Schedule a virtual group meeting with the intern and your staff to review the project and expectations
- Schedule virtual meetings between the intern and each individual contributor to the project

Evaluation

- Schedule more frequent supervisory meetings than you may have with an in-person intern
- Provide informal feedback periodically, particularly if the student should make a change
- Collect feedback from the student and make adjustments for future interns if necessary

SUPERVISORY MEETING TEMPLATE

*During orientation, provide this form to the student so they can prepare for meetings in advance.

Student: _____ **Supervisor:** _____

Meeting Day:

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

Meeting Time: _____

Meeting Format:

- In person. Location: _____
- Virtual link: _____
- Via phone- number: _____

MEETING DATE	QUESTIONS	FEEDBACK RECEIVED	ACTION NEEDED

TIPS FOR STUDENTS:

- Prepare your questions prior to the meeting.
- If your questions require feedback, send your request to your supervisor in advance.
- If you are presenting a problem to your supervisor, come prepared with a possible solution and an explanation for your suggestion.
- Be respectful of your supervisor’s time by beginning on time and staying within the time frame allotted for your meeting.

EMPLOYER INTERNSHIP COMPLETION CHECKLIST

One Week Prior to End Date

- Contact intern to schedule an exit interview
- Remind student about materials to bring on final day (e.g., name badge, keys, equipment)
- Request that student complete Exit Interview Discussion Points (template on page 10)
- Supervisor will complete a final evaluation (template on page 9)
- If a final project is required, invite the student to share it with the organization

Exit Interview

- Review the Learning Agreement and discuss intern's progress toward meeting project objectives.
- Share supervisor's evaluation of the intern's performance, including positives and areas to improve
- Invite student to share feedback about the experience (Use Exit Interview from page 10 as a guide)
- Ask if the student would be willing to create a tip sheet to help future interns in your organization
- Discuss whether you are willing to provide a positive recommendation for the student's applications for future internships and/or employment

Post-Internship

- Provide honest feedback to the coordinator(s) of the internship program by completing survey
- Discuss the experience with your staff and seek their suggestions for future student projects
- Share your positive experiences with other organizations so we can continue making connections that will support the future of public health in Iowa
- Sign up to host another student intern, or group of interns at <https://www.public-health.uiowa.edu/wd-student-assistance-request-form/> or use the QR code below:



FINAL INTERNSHIP EVALUATION BY SUPERVISOR

Student Name:	Not Observed (1)	Needs Improvement (3)	Meets Expectations (4)	Exceeds Expectation (5)
1. Completes routine tasks with minimal supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Exercises courtesy and respect with colleagues and the public	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Possesses the technical skills required for the project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Demonstrates ability to prioritize tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Meets expectations for attendance and punctuality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Demonstrates adaptability and flexibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Adheres to agency policies and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Works within appropriate decision-making channels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Possesses written and verbal skills appropriate for the project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Selects appropriate communication methods for the audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Seeks and utilizes appropriate resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Accepts constructive feedback and takes action to improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Understands roles and responsibilities within the team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Makes positive contributions to the team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Takes initiative or leadership role when appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Manages and resolves conflict effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Shows willingness and ability to learn new technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Looks for opportunities to learn more or become more involved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Demonstrates ethical behavior and maintains confidentiality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Able to work with, and serve, people of diverse backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What strengths of the student did you observe?				
How do you recommend this student become better prepared to enter the workplace (e.g., training, skills development, activities)?				
Additional Comments:				

EXIT INTERVIEW DISCUSSION POINTS

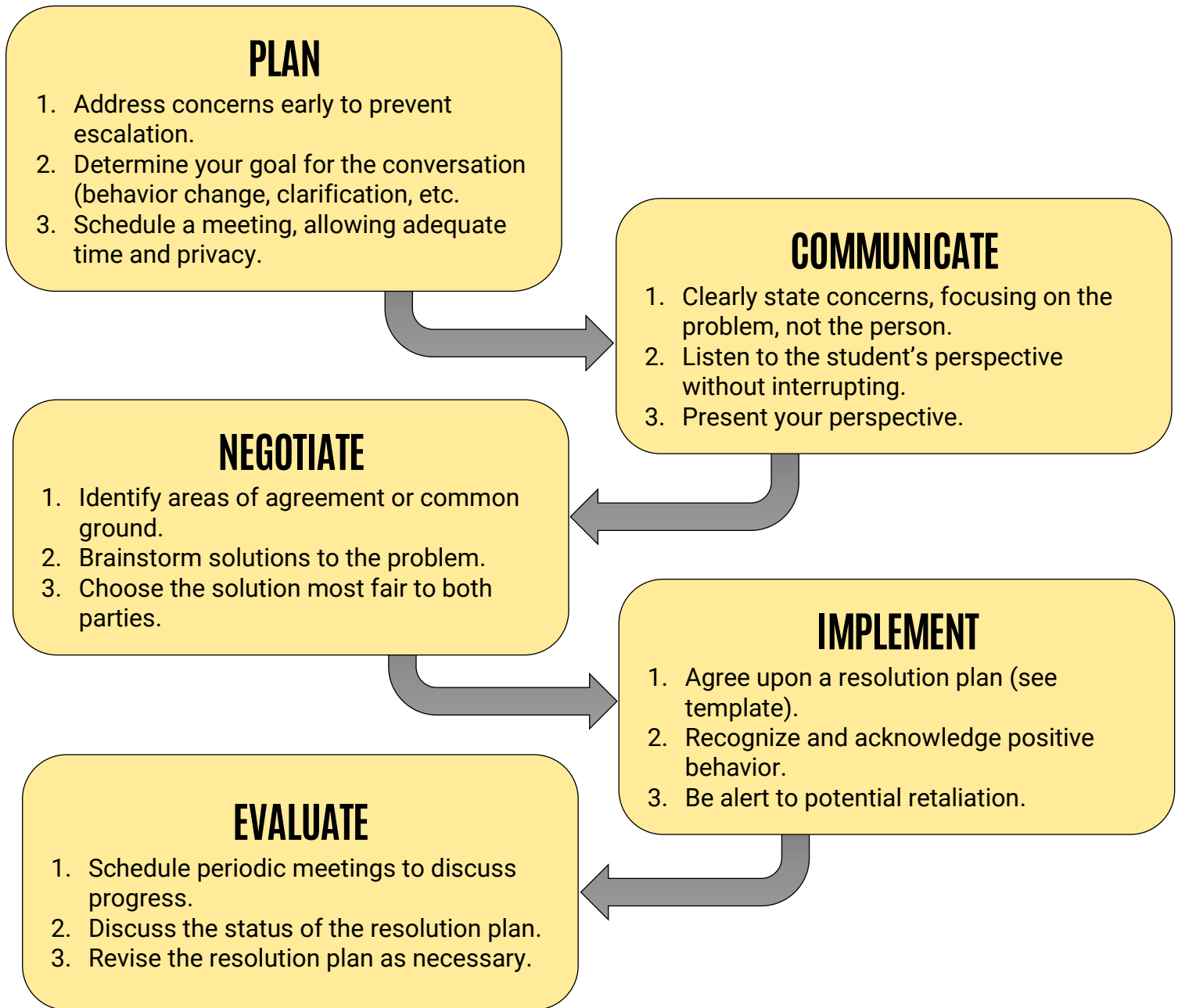
*Consider asking the intern to complete this ahead of time and be prepared to discuss at the exit interview. Use the information to guide future internships.

INTERN NAME: _____ **DATE:** _____

- 1. How was the onboarding process? Do you have suggestions for improvement?**
- 2. Were the project goals and objectives communicated to you effectively?**
- 3. What was your favorite part of the project?**
- 4. Were you provided with enough guidance and support from our organization?**
- 5. How was your relationship with your supervisor/mentor?**
- 6. How could our organization improve the experience for future interns?**

CONFLICT MANAGEMENT

Conflicts that affect the ability of a team member to work productively or learn effectively should be addressed quickly. Use this tool to navigate through the process of reaching a resolution that is satisfactory to all parties involved. **Supervisors may choose to involve University of Iowa College of Public Health student services staff at any stage during the conflict management process.**



CONFLICT RESOLUTION PLAN

Conflicts that affect the ability of a team member to work or learn effectively should be addressed.

*Use this tool to document a conflict resolution plan. Supervisors or interns may choose to include University of Iowa College of Public Health staff at any stage during the conflict management process.

Identify the participants, the conflict, and what you hope to achieve.			
CONFLICT PARTICIPANTS	Name: Role:	Name: Role:	Name: Role:
PROBLEM			
PREFERRED STATE			

Brainstorm options to resolve conflict, choose which to implement, and document progress at future meetings.			
	POTENTIAL RESOLUTION	IMPLEMENT?	DOCUMENT PROGRESS
OPTION 1		YES NO	
OPTION 2		YES NO	
OPTION 3		YES NO	

Student: _____ Date: _____ Supervisor: _____ Date: _____



REQUEST A STUDENT INTERN OR TEAM OF INTERNS

<https://www.public-health.uiowa.edu/wd-student-assistance-request-form/>



RESOURCE GUIDE FOR ORGANIZATIONS

<https://www.public-health.uiowa.edu/workforce-development-student-opportunities/>



CONTACT US

Tricia Kitzmann
Strike Force Program Coordinator
Instructor, College of Public Health
tricia-kitzmann@iowa.edu

Sophie Switzer
Assistant Director, Engaged
Learning & Career Preparation
sophie-switzer@uiowa.edu

RECRUITING STUDENTS & JOB APPLICANTS

Contact UI College of Public Health at cph-careers@uiowa.edu.

- Your position can be posted in our weekly email bulletin to students.
- Opportunities can be shared during one-on-one advising appointments with students.

Suggested Job Boards:

- Handshake <https://careers.uiowa.edu/handshake>
- Public Health Jobs <https://publichealthjobs.org/>
- Public Health Careers <https://www.publichealthcareers.org/jobs/>
- IPHA Job Board <https://iowapha.org/careers/>