



Department of Nutrition and Exercise Physiology (NEP)

Exercise and Nutrition Internship Manual

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## PREFACE

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The Department of Nutrition and Exercise Physiology (NEP) at Washington State University Spokane (WSUS) prepares students for exercise-and-nutrition-related careers in diverse fields including disease prevention, rehabilitation, and public health, as well as corporate and private health and fitness industries. In addition, it provides the student with the basic scientific preparation necessary for the pursuit of advanced degrees in exercise, nutrition, other allied health and medical fields, or research.

An important aspect of a student's professional course work is the supervised internship experience, hereafter called the Internship. The Internship is designed to provide the NEP student with application and practice of the knowledge and skills acquired through didactic instruction that are required for responsible professional service. A student must complete a minimum of 400 hours in an approved Internship to satisfy the requirements for the BS NEP degree after satisfactory completion of all didactic coursework. A student enrolled in the NEP MS Coordinated Program in Dietetics (CPD) is also required to have a 400-hour internship with an exercise emphasis to satisfy the graduate program's requirements, thus, the BS NEP Internship can also satisfy the exercise-related emphasis for the MS CPD.

The student works with the Internship Coordinator to apply for an internship that meets his/her professional goals. During the internship, the student works under the supervision of an Internship Preceptor at an Internship Site approved by WSUS and the NEP Internship Coordinator. Assessment forms have been developed to facilitate the learning process, to guide accurate and fair assessment of each intern, and to determine the final internship grade. The student will have an opportunity to assess the Internship Preceptor, the Internship Site, and the NEP Internship Coordinator at the conclusion of the internship.

The NEP Internship Manual (IM), is intended to provide guidelines for an Internship. It will assist the Internship Coordinator, the student, the Internship Preceptors, and other WSUS NEP faculty and staff in understanding the purpose and logistics of the internship experience, and the policies and procedures that govern each party's responsibilities.

## PURPOSE

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Specific purposes of the Internship for the student, the Internship Site, and WSUS are to:

1. Provide the student with experiences upon which to build his/her professional career; to make practical application of theories and techniques; to bring the student into contact with practitioners; to provide an opportunity to discover and evaluate professional strengths and weaknesses; to improve the student's professional preparation to assist entry into the work place or graduate school.

2. Broaden the student's concepts of community health, wellness, physical fitness, exercise physiology, nutrition, and various medical fields; and to provide experiences that will enhance the student's practical knowledge of the fields of exercise physiology, rehabilitation, nutrition and medicine.
3. Offer Internship Preceptors an opportunity to share in the education and preparation of emerging healthcare professionals.
4. Establish and enhance communication between the Internship Site and WSUS in order to facilitate problem solving, sharing of knowledge, mutual understanding of each other's programs, and employment opportunities.
5. Provide WSUS (in collaboration with the Internship Preceptor) with a practical setting for assessing the student's preparation and performance.
6. Enable NEP faculty to appropriately update and revise the NEP Curriculum based on feedback from the Internship Preceptors and students.

## **POLICIES AND PROCEDURES**

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The student should refer to the BS NEP Student Handbook or the MS CPD Student Handbook for a list of WSU and NEP policies and procedures such as, but not limited to, the following:

- 1. WSU Standards of Conduct for Students and Standards of Professionalism**
- 2. Sexual Harassment**
- 3. Requests for Reasonable Accommodations**
- 4. Academic Deficiency**
- 5. Professional Misconduct and Potential Sanctions**
- 6. NEP Onboarding Requirements**

During the NEP orientation, the student should have signed the NEP Student Handbook's Acknowledgement of Understanding (AoU), which indicates the student has read the Student Handbook and will abide by the policies and procedures contained therein. The AoU is uploaded onto CastleBranch document tracker until the completion of the degree. Therefore, the contents of the Student Handbook remain in effect during the Internship and it is highly recommended that the student review the policies and procedures of the appropriate handbook as the student will be held responsible for the content.

## **PRE-INTERNSHIP PROCESS**

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Prior to preparing for a NEP Internship the student will:

## ACCESS CastleBranch DOCUMENT TRACKER

The student will be required to sign up for a CastleBranch account prior to starting the BS NEP program. Information regarding how to sign up as well as training information on how to use CastleBranch will be provided by the NEP Placement Manager. This online document management program will be used to maintain accurate files of the student's NEP Onboarding Requirements.

## COMPLETE THE NEP ONBOARDING CHECKLIST

The NEP Onboarding Checklist of program requirements is found in the Student Handbook and a copy is emailed to incoming students in the summer prior to the start of the fall semester. All onboarding requirements must be completed by incoming students prior to or during the NEP orientation each fall. All required documentation must be uploaded into the CastleBranch document tracker. These requirements must be current until the conclusion of the Internship.

Each August, NEP will audit the returning student's CastleBranch document tracker and communicate to the Internship Coordinator regarding who has completed onboarding. Students may not apply for internships until their onboarding is complete.

## PREPARATION FOR AN INTERNSHIP

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### INTERNSHIP TIMELINE TABLE

Shown in the table below are Internship dates and deadlines. The Internship can be completed during any school semester (spring, summer, or fall) if all prerequisites have been completed. If the student does not meet the deadlines in the table below, there is a risk that the start date of the internship will be postponed until the following semester. The student should contact the Internship Coordinator prior to accepting an internship to discuss possible changes of the start date.

<b>Dates and Deadlines</b>	<b>Spring Internship</b>	<b>Summer Internship</b>	<b>Fall Internship</b>
Interview	Early November	Early November	March
Accept an offer	By Mid-November	November	April
Finalize NEP Requirements	December 1 <sup>st</sup>	December 15 <sup>th</sup>	May 1 <sup>st</sup>
Finalize Any Site Requirements	December 1 <sup>st</sup>	April 1 <sup>st</sup>	Aug 1 <sup>st</sup>
<b>Start Date for the Internship</b>	<b>The 1<sup>st</sup> Day of Spring Semester</b>	<b>The 1<sup>st</sup> Day of Summer Semester</b>	<b>The 1<sup>st</sup> Day of Fall Semester</b>

## NEP 489 INTERNSHIP SEMINAR (FALL SEMESTER)

The student will enroll in NEP 489 in the fall prior to applying for an Internship. This course is designed to provide information that will assist the student with the preparatory activities to apply for an Internship by the end of the semester.

### Internship Manual (IM)

The student will receive the current copy of the IM which will guide the student to successfully prepare for and complete an Internship.

### Internship Sites and Affiliations

The student will be given access to a database which contains internship site information for those sites with an *Affiliation Agreement*. An *Affiliation Agreement* is a legal document that must be executed between WSU and the Internship Site prior to the start of an internship. NEP faculty/staff will complete this task. The process can take over six months and some agreements are never finalized. If the *Affiliation Agreement* is not signed prior to the start date of the Internship, the student's internship will be postponed until the document is finalized or another site is selected.

#### Internship Sites with an *Affiliation Agreement*

- Listed in the database is information about the site, the Internship Preceptor's name and contact information. The student can use this information to email a potential Internship Preceptor to inquire about a possible internship.
- The student should gather information such as where to send the application and resume, if the interview will be completed over the phone or in person, the internship schedule and possible opportunities available while at the Internship Site.

#### Internships Sites without an *Affiliation Agreement*

If the student wants a unique internship experience, the student can identify one or more possible Internship Site(s) in the area of interest and contact the sites to find out what internship opportunities may exist. Then the student should make an appointment with the Internship Coordinator to discuss the appropriateness of the new site and the process of getting an *Affiliation Agreement* in place for the selected site.

When considering an Internship Site, the student should keep in mind his/her career goals and search for an internship that will promote professional development and meet the requirements of the BS NEP and an accrediting professional organization, such as ACSM. Specifically, the BS NEP curriculum prepares the student to sit for the ACSM exam at the level of a certified Exercise Physiologist (ACSM-EP). If a student is considering sitting for the ACSM Clinical Exercise Physiologist (CEP) exam in the future, the student should select an internship site located in a cardiopulmonary rehabilitation clinic, a medical fitness facility, a physician's office or a hospital, working with patients who have a variety of diseases. ACSM clearly defines the practical experience the student needs to fulfill the clinical hours required for the CEP credential.

Other types of internships that have a specific disease focus are also available. For example, a student who wants to sit for the ACSM exam as a Cancer Exercise Trainer<sup>SM</sup> or other cancer certifying exams

should select a site that focuses on the rehabilitation of cancer survivors. A student who plans on continuing his/her education in a professional allied health field may want to consider interning in other sites, such as a physical therapy or occupational therapy clinic.

An internship that does not have a clinical emphasis may be completed at sites such as health promotion programs; health and wellness programs in a fitness facility (YMCA), retirement or corporate setting; or athletic performance. A student who chooses an internship at one of these sites should be interested in working with apparently healthy individuals, those with stable health conditions, or athletes. A student who chooses one of these settings may be interested in sitting for the ACSM exam to become certified as an Exercise Physiologist, or for a certification through the Collegiate Strength and Conditioning Coaches Association (CSCCa) or the National Strength and Conditioning Association (NSCA). However, the student should be aware that the NEP curriculum does not focus on sports performance and the student will need to do additional study prior to this type of an internship. Other unique types of non-clinical internships may include working in a research facility, which focuses on some aspect of nutrition, exercise, or medical research.

The student is strongly encouraged to understand the requirements of the professional certifying organizations before applying for an internship. This information will guide the student in the type of questions to ask when talking with a potential Internship Preceptor. It is the student's responsibility to confirm with the Internship Preceptor that the hours accrued, and the practical experience will help the student meet the professional organization's requirements, as well as the student's Professional Goals and Learning Objectives.

## NEP 489 INTERNSHIP ASSIGNMENTS

During NEP 489, the student will complete various assignments to prepare for the application process. The student will be provided timelines and guidelines in the course syllabus. The student will upload the assignments on the LMS. Consult the syllabus for the points correlated with each assignment.

Preparing for the internship:

### 1. IM ACKNOWLEDGMENT OF UNDERSTANDING (AOU), APPENDIX A

After reviewing the IM, the student must sign the *Acknowledgment of Understanding (AoU)* form and upload it to the LMS. This form is an acknowledgment that the student has read and understands the current IM, and has had an opportunity to ask questions for additional clarification.

### 2. ONBOARDING VERIFICATION

NEP students are required to complete onboarding requirements to remain in the NEP program. These requirements are determined by standard practices of healthcare programs, healthcare organizations, and internship site requirements. NEP staff will communicate to the Internship Coordinator when the student is able to apply for internships.

### 3. RESUME

Prior to applying for an internship, the student will write a professional resume, specific to the type of internship desired. Staff from the WSU Writing Center will likely provide a presentation to discuss professional writing. The resume must be approved before the student may apply for an internship.

#### 4. PROFESSIONAL GOALS AND LEARNING OBJECTIVES STATEMENT

The student must develop the *Professional Goals and Learning Objectives Statement* (PG&LOs) based on the focus of the desired internship. This document helps the student and the Internship Preceptor to develop clear goals and learning objectives for the Internship. Guidelines for writing this document include the following:

- a. **Specific professional goals** for the student's career or professional growth (e.g., to accumulate 400 clinical exercise internship hours, to be able to sit for the ACSM-EP certifying exam, to obtain a job as a personal trainer).
- b. **Specific learning objectives** for the internship experience (i.e., what the student wants to accomplish during the internship; refer to ACSM or other professional organizations' lists of knowledge, skills or ability-based competencies). For example:
  - i. Obtain and recognize normal and abnormal physiologic and subjective responses to exercise (e.g., symptoms, ECG, blood pressure, heart rate, RPE, fatigue)
  - ii. Identify and describe the significance of ECG abnormalities in athletes or clinical populations
  - iii. Evaluate nutritional intake and utilize national recommendations for healthy lifestyle modification
  - iv. Use motivational interviewing to help patients/clients plan for lifestyle changes
  - v. Develop competency as a strength and conditioning coach working with collegiate athletes
- c. **Experiential activities** that the Internship Site may be able to provide that will help meet these goals or objectives (e.g., observation of an open-heart surgery or heart catheterization procedure; develop and deliver an educational presentation; develop handout materials; work with the basketball team)

The student should upload a quality version of the PG&LOs to the LMS by the due date for feedback. After initial approval, modifications may be made to align with the specific site where the student has accepted an internship offer. The PG&LOs will be sent to the Preceptor for modification during the application process. Once the student and Preceptor agree on the PG&LOs, the student will upload it to the LMS.

#### 5. EMAIL INQUIRY

The student will develop a professional Email Inquiry to send to a potential Internship Preceptor. Once approved, this can be sent via email. The resume and PG&LOs should be attached to this email.

## Application Process for an Internship

The student is encouraged to read through Internship Site descriptions and known expectations in the database, if available, prior to applying for an internship. It is the student's responsibility to understand the Internship Site's expectations, and any additional onboarding requirements and expenses that may be incurred prior to, or during, the Internship.

Students are discouraged from applying for an internship before the assigned date. This will allow them time to consider perspectives from the Professional Panels, Internship Panels, etc. so they can make an informed decision. Students are encouraged to apply for more than one internship. Popular sites will be encouraged to refrain from accepting an intern prior to the assigned date, so students have equal opportunity and sites have a pool of applicants to consider.

To apply for an internship, send your email inquiry with your resume attached. You might also wish to attach your PG&LOs to this initial inquiry to make sure the site can accommodate your interests. Some sites require a formal application form, and many will schedule an interview. The student is responsible for confirming the site's application process and providing the site with all required documentation.

## Internship Offer and Acceptance Documentation

A student must attempt to receive an internship offer by the deadline listed in the Internship Timeline (see above). The student can express a tentative acceptance of the internship offer, but final approval is pending until the student has completed all NEP 489 and site-specific requirements.

### 6. ACCEPTANCE EMAIL

Within one week after receiving an offer the student should write a formal acceptance email, which includes the following:

- Sincere appreciation for the offer of the internship
- Anticipation of a productive internship that contributes to the needs of the site and meets the student's educational/professional goals
- Student's contact information

This email does not need to be approved by the Internship Coordinator. The student should upload a copy of the email on the LMS; it will be evaluated on professional writing skills and content.

The student must send an email to each Internship Preceptor who offered the student an internship that the student did not accept. The student should express appreciation for the interview and the offer, but graciously decline the internship. The student should also send an email to each site at which they applied, asking to be removed from the applicant pool because they have accepted another offer.

### 7. ADDITIONAL PAPERWORK

The additional documentation for the site (signed PG&LOs and MoU, determination of start date, etc.) can be included in the Thank You letter or in a follow-up email.

If the student has not received an offer from an Internship Preceptor by the deadline on the Timeline, or the *Affiliation Agreement* is not finalized by the internship start date, the student may begin the application process for a new internship and the internship start date may be postponed.

## PRIOR TO THE START OF THE INTERNSHIP

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### SITE-SPECIFIC REQUIREMENTS

Some Internship Sites have additional onboarding requirements for the student (e.g., specific health/medical insurance coverage; additional drug test(s), vaccines and/or criminal background checks), which may be listed in the database. The student is strongly encouraged to review the database for any additional costs for site-specific requirements and to ask the Internship Preceptor during the interview about possible costs before accepting an internship offer.

It is the student's responsibility to complete all site onboarding requirements prior to any deadlines set by the site. If the site does not have specific deadlines, then all requirements must be completed prior to the start of the internship. It is recommended that the student complete them well in advance. The student should contact the Internship Coordinator to facilitate completion of the requirements and confirm with the Internship Coordinator when all requirements are complete.

### COMMUNICATE WITH THE INTERNSHIP PRECEPTOR OR THE ONBOARDING SPECIALIST

Four weeks in advance, the student must contact (via email or phone) the assigned Internship Preceptor or the Site's Onboarding Specialist to obtain any additional information in preparation for the internship such as:

- a. Parking access
- b. Computer access
- c. Dress code and badge
- d. Confirm date and time of first day of internship
- e. Place to meet representative of site on the first day

If a student has difficulty having the Internship Preceptor respond to emails or phone calls before starting the internship, the student should notify the Internship Coordinator no later than two weeks prior to the scheduled start date.

### REGISTER FOR NEP 490

The undergraduate student must register for a minimum of 10 credits of NEP 490 before beginning a 400-hour (typically 10-week) internship. If additional clinical hours are needed, or the Internship Site requires a longer internship, the student must enroll for an additional credit for each additional 40 hours needed at the Internship Site. The Internship Preceptor must approve these extra hours prior to

registering for the internship credits. The Internship Coordinator will confirm that the student has registered for the appropriate number of credits based on the number of hours needed.

Students in the Master of Science Coordinated Program in Dietetics (MS CPD) must complete 400 internship hours with an exercise emphasis. The exercise emphasis supervised practice hours can be fulfilled by participating in a clinical or nonclinical exercise internship, or community health internships that focus on individual or groups who have a diagnosis of chronic disease where exercise is a component of lifestyle modification. A student who has a prior degree in the field of exercise science, kinesiology or exercise physiology, who has completed an exercise internship or has exercise-related work experience may not need to complete all 400 hours. The student should gather an official school's transcript, relevant course syllabi, letters from employers that confirm duties and hours, etc. and email this information to the Internship Coordinator. This material will be reviewed and, if appropriate, sent to the CPD Director. The number of hours that have been accepted to meet the CPD's exercise emphasis requirement will be communicated with the student in a timely manner. The MS CPD student will enroll in NEP 490 to cover any additional hours (1 credit = 40 hours). In addition, every MS CPD student must complete either the ACSM-EP certification or the departmental exercise exam in order to count the 400 hours towards the 1200 supervised practice hours. Students will be notified of the dates and times for the departmental exercise exam.

## DURING THE INTERNSHIP

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During the internship, the student works directly under the supervision of the Internship Preceptor. Daily/weekly work schedules, vacation, personal days, and sick days need to be coordinated through the Internship Preceptor, not the Internship Coordinator. The student can be viewed as a free employee of the site for the duration of the internship. However, because the student is still associated with WSU and NEP, s/he is always expected to behave in a professional manner, and to represent the university and program appropriately.

A primary role of the Internship Coordinator is to support the Intern. S/he is available most days by email and will respond as quickly as possible. Refer to the Syllabus and Internship Manual for class-related questions first, but do not hesitate to contact the Internship Coordinator during your internship. Common questions include the following:

- Will \_\_\_\_\_ count for my internship assignment?
- I have two preceptors – who should fill out my mid-term assessment?
- Is there a deadline for taking the ACSM EP exam?
- Will you write a letter of recommendation for me?
- My site also requires a weekly report – can I just submit that to you?

## ASSESSMENT OF THE STUDENT DURING THE INTERNSHIP

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The student will be assessed on the following:

## WEEKLY INTERNSHIP REPORT

The student is required to write a 2-3 page report every week, using the provided template, and upload it into the NEP 490 Internship course on the LMS. The *Weekly Report* must be submitted by 11:59 PM on the Sunday following the week the report covers.

- If the student experiences technical issues with submission, a second attempt should be made. If issues continue, the student should email the report to the internship coordinator.
- If the student has a week off, s/he does not need to submit a report for that week. However, a report needs to be submitted in each weekly submission folder. For example, if the student completes Week 4 and then takes a week off, the following week (when s/he returns) becomes Week 5. A week in which the student works fewer than 20 hours does not need an individual report but may be combined with the following weekly report. In this instance, the Internship Coordinator should be apprised of the situation in advance.

The student should attach materials created for the Internship (i.e., flyers, education handouts, photos of bulletin boards, outcomes spreadsheet) in the *Weekly Report* folder.

## INTERNSHIP ASSIGNMENT

The student will complete an Internship Assignment based on the student's interest and the guidance from the Internship Preceptor. The Internship Assignment may be determined during the interview process with the Internship Preceptor or it should be planned with the Internship Preceptor during the first two weeks of the internship. Some sites might have the student do more than one assignment, but only one needs to be evaluated by the Preceptor or other site staff using the Assessment Rubric (**Appendix G**). The Internship Coordinator must be notified of the date and time of any assignment presentation at least one week in advance and may choose to attend.

Suggestions for an Internship Assignment include:

- **A CASE STUDY PRESENTATION**  
With the assistance of the Internship Preceptor, the Intern may select a patient/client by the end of the second week of the internship who will be the subject of the Case Study Presentation. The Intern will work closely with the Internship Preceptor to set weekly goals to guide the student in the preparation of a successful presentation of the case study. Before the end of the internship, the Intern will present the case study to the Internship Preceptor and/or other staff.
- **INTERNSHIP IN-SERVICE**  
With the assistance of the Internship Preceptor, the Intern may select a topic of interest by the end of the second week of the internship and develop an In-Service on this topic. The Intern will work with the Internship Preceptor to set goals to guide the student in the preparation of a successful In-Service. Before the end of the internship, the Intern will present the In-Service to the Internship Preceptor and/or other staff.

- **INTERNSHIP PROJECT**

With the assistance of the Internship Preceptor, the Intern may select an Internship Project by the end of the second week of the internship. The Intern will work closely with the Internship Preceptor to set weekly goals and a timeline, which will guide the student in the design and development of a successful Internship Project. For example, the Internship Preceptor may want several education handouts developed or research conducted on a certain topic.

If the student is struggling to select an Internship Assignment or is unsure whether an idea will count as an Internship Assignment, the student should contact the Internship Coordinator in a timely manner to discuss options for the Assignment.

## EXIT REPORT

The student will use the provided template to write the 2-3-page *Exit Report*. It is similar in content to the weekly reports but should contain a thoughtful summary of the entire experience, rather than a short-term report covering one week. The *Exit Report* is due within one week following internship completion.

## MIDTERM AND FINAL ASSESSMENT

The student will be responsible for notifying the Internship Preceptor one week in advance of the assessment deadline by providing the Internship Preceptor with a hard copy of the *Midterm* and *Final Assessment* forms. Depending on the type of internship experience, it may not be possible for an Internship Preceptor to assess the student intern in all areas. In this case, the Internship Preceptor should submit a rating of N/A for areas that do not apply to the student's internship. The student should upload the completed *Midterm* and *Final Assessments* into the LMS folder within one week after the midpoint of the internship or the beginning of the last week of the internship. (**Appendix F**)

### MIDTERM ASSESSMENT

A midterm assessment is required for the internship experience. This assessment is to provide the student with a clear understanding of his/her performance and progression at the halfway point of the internship. If the student receives a score of  $\leq 7$  in any section on the *Midterm Assessment*, the Internship Preceptor and the student must establish at least one specific Improvement Goal for each row that received  $\leq 7$  which will guide the student toward competency. The assessment should also highlight any areas of strength and/or excellent progression.

The Internship Coordinator will contact the Internship Preceptor at the midpoint to discuss the student's progress. The Internship Coordinator will also talk privately with the student to discuss the internship(s). During this meeting or phone call, if there are areas needing improvement, the Internship Coordinator, Internship Preceptor and the student will review and discuss the Improvement Goals to ensure the student reaches competency before the final assessment.

### FINAL ASSESSMENT

During the final week of the internship, the Internship Preceptor should review the *Final Assessment* form with the intern prior to the student uploading the document onto Blackboard. To successfully pass the internship, the student must receive a final performance rating of  $\geq 7.5$  or higher on the *Final*

*Assessment* in all sections applicable to the internship. Receiving a performance rating below 7.5 in any section equates to an unsatisfactory internship; see additional information about Internship grading in the section below. If an Internship Preceptor selects a final score of <7.5 in any section, the Internship Coordinator will contact the Internship Preceptor for verification of the performance rating prior to submitting the grade.

## RATING SCALE FOR MIDTERM AND FINAL ASSESSMENTS

The student will be assessed using a 10-point performance rating scale. The Internship Preceptor will be asked to select the appropriate number in the Rating Scale that best describes his/her impression of the student intern's overall competency. The rating for each assessment must fall between the range of 1 and 10; a 0.5 decimal increment will be available between each whole number.

## FINAL GRADE FOR AN INTERNSHIP

The final grade for the internship is satisfactory (S) or fail (F). Graduation requirements for the BS NEP or the MS CPD, if applicable, are not completed until all work for the internship is finalized, and a satisfactory grade has been assigned. If the intern has not completed all the required hours or has not met all other requirements of the internship by 5:00 pm on the Friday before grades are due, a grade of Incomplete (I) may be submitted as detailed below. Once all requirements are met satisfactorily, the Internship Coordinator will submit a *Supplemental Grade* form to the Registrar for the grade to be officially changed. The student should ensure that a grade shows up on the transcript a few days after all requirements are completed. If a student fails the internship, he/she has one more opportunity to complete an internship and pass with a satisfactory grade. In this case, the student will begin the internship process again, as outlined in this manual.

- **CRITERIA FOR RECEIVING A SATISFACTORY GRADE (S)**

A satisfactory grade will be issued under the following circumstances:

1. A student achieved a 7.5 (75%) or higher in all areas on the final assessment;
2. The cumulative internship grade is  $\geq 75\%$  on all assigned components including *Weekly Reports, Internship Assignment, Exit Report, and Midterm and Final Assessments*;
3. All reports and assessments have been completed in a satisfactory manner;
4. The student complied with site standards;
5. The student complied with University Policy and Procedures;
6. All NEP and site-specific onboarding requirements are complete

- **CRITERIA FOR RECEIVING A GRADE OF INCOMPLETE (I)**

If a student receives a grade of incomplete for the internship, it is the student's responsibility to complete and submit all reports to the Internship Coordinator, to follow up on whether all requirements are met satisfactorily, and to determine whether the Internship Coordinator has submitted a grade of satisfactory to replace the incomplete. All outstanding incomplete work must be completed and posted to the official transcript prior to the conferral of the BS NEP or

MS CPD NEP degree. The student has until the end of the following semester to complete the course requirements. If the incomplete is not made up during the specified time, the incomplete grade is changed to fail (see Rule 90h)

<http://www.catalog.wsu.edu/General/AcademicRegulations/Search/both/6>).

An incomplete grade may be issued under the following circumstances:

1. The student has not completed all the hours by the time grades are due.
2. The student failed to complete all the documents by the time grades are due.
3. The student failed to comply with site standards.
4. The student failed to comply with University policies and procedures.
5. The student is unable to meet internship requirements as a result of an extended excused absence, unless the absence was approved by the Internship Preceptor and the Internship Coordinator. Reasons for approving an extended absence are reviewed on a case by case basis and include, but are not limited to, the following: extended personal illness or injury, family crisis, other extraordinary circumstances that warrants an extended excused absence.
6. The student has outstanding onboarding requirements.

- **CRITERIA FOR RECEIVING A FAIL GRADE (F)**

A grade of fail will be issued under the following circumstances:

1. The student intern receives a 7.0 or lower in one or more performance areas on the final assessment.
2. The cumulative internship grade is < 75% on assigned components including *Weekly Reports, Internship Assignment, Exit Report, Midterm* and *Final Assessments*.
3. The student failed to comply with site standards.
4. The student failed to comply with University or NEP policies and procedures.

## INTERNSHIP REASSIGNMENT PROCESS – Extenuating Circumstances

If a conflict arises in which the learning environment is perceived as compromised or extenuating circumstances (see examples below) occur that may prevent a student from completing the assigned internship, a formal (email attachment in business letter format) written request from the student must first be submitted to the Internship Coordinator for consideration. The Internship Coordinator will first review this request and consult the Chair of the department, if appropriate. Once the request has been reviewed, a final decision will be made in a timely manner.

There are only a few situations that potentially warrant a site reassignment. Examples of such circumstances are:

- Personal or immediate family medical emergency;
- Personal or immediate family crisis (legal issues or family conflicts);
- Preceptor’s inability to precept assigned student due to a medical emergency, staffing deficiency, employment relocation, personality conflict, etc.; or
- Unsigned Affiliation Agreement between the Internship Site and the University.

Once the request has been reviewed and granted, the student will receive an incomplete grade until a new internship can be found and completed. A student has one year to complete the new internship.

## OTHER INFORMATION

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### STUDENT ASSESSMENT FORMS

At the end of the internship, the NEP staff will send the following forms to the student:

1. *BS NEP Student Evaluation and Questionnaire*
2. *Student's Assessment of Internship*

The assessments by the student are very important to the NEP Program because the information is used to evaluate an Internship Site and internship experience for quality assurance purposes, as well as changes that might need to be made to the overall NEP curriculum.

Please keep in mind that these assessments are not meant to exclusively point out all the negative attributes of the Internship Preceptor, Internship Site, internship experience, or the overall curriculum. If a student did encounter a negative situation during the internship, it is expected that the student would identify the negative situation but also provide a reasonable suggestion on how the situation/issue could be resolved or improved. Negative information (if tactfully and professionally written) can be very beneficial, especially when NEP assesses sites for utilization in the future. However, if a student feels that sensitive information regarding an Internship Site or Internship Preceptor needs to be shared privately, the student can contact the Internship Coordinator and discuss the situation confidentially.

### PRECEPTOR ASSESSMENT FORMS

Once a year, at the end of the summer internships, the Internship Preceptor will be asked to complete the *Preceptor's Assessment of the Academic Preparation of the Student*. The NEP staff will send this form to the Internship Preceptor.

### PLANNING FOR THE ACSM CEP EXAM

Students who are planning to use their clinical hours toward the ACSM Certified Clinical Exercise Physiologist certification exam are encouraged to visit the appropriate website and download the application (#3 under "Are you eligible?"). ACSM has a very specific and detailed format in which hours must be reported, so it would be prudent to start completing that form now. Note that this is not part of NEP 490 and does not need to be submitted to the Internship Coordinator. It is recommended that you write a summary of your clinical experience, including the total number of clinical hours, and ask your preceptor to sign it at the completion of your internship.

### SCHEDULING THE ACSM EP-C EXAM

**Exam discounts may be available to students who have completed the BS NEP.** Unfortunately, those who did their undergraduate work elsewhere are NOT eligible for the NEP-specific discount. To learn more, contact the Internship Coordinator. ACSM tests are scheduled through [Pearson VUE](#), an organization that administers computer-based testing centers. The student should call the number

noted below to schedule the exam at one of several testing centers or follow the following link to visit the Pearson VUE <http://pearsonvue.com/acsm/> . If the student has any questions, call 800-486-5643. For questions directly related to exam scheduling, call Pearson VUE at 888-883-2276.

### **REPORTING RESULTS OF A CERTIFYING EXAM**

The student is required to notify the Internship Coordinator upon passing a certifying exam. This information is critical to the program in evaluating the preparation provided by the BS NEP curriculum.

## APPENDIX A

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### ACKNOWLEDGEMENT OF UNDERSTANDING



## **ACKNOWLEDGEMENT OF UNDERSTANDING**

### **Internship Manual**

I, \_\_\_\_\_, have read the current BS NEP or the MS CPD Student Handbook, as appropriate, and the NEP Internship Manual in their entirety and have had the opportunity to ask any questions to receive clarifications.

I fully understand the content of both documents and agree to abide by the policies and procedures as outlined.

Student WSUS ID #: \_\_\_\_\_

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name of Student: \_\_\_\_\_

## APPENDIX B

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### Memorandum of Understanding



Department of Nutrition and Exercise Physiology

Internship

### **MEMORANDUM OF UNDERSTANDING**

This agreement, made and entered into by and between the NEP Internship Coordinator, hereinafter called the Internship Coordinator, the student intern, hereinafter called the Intern, and the Internship Preceptor, is for the purpose of arrangements for the Internship at an approved Internship Site for students enrolled in the Bachelor of Science in Nutrition and Exercise Physiology (NEP), or the Master of Science Coordinated Program in Dietetics NEP at Washington State University Spokane.

NEP adopts an equal opportunity, affirmative action approach. Factors of race, color, sex, age, religion or handicap are not considered in the placement of interns.

This Agreement shall be effective            semester of            (yr).

#### **RESPONSIBILITIES OF THE INTERN**

- Prior to the internship:
  - To become familiar with all of the expectations and guidelines in the Internship Manual and to follow them
  - To confirm with the Internship Coordinator that the Affiliation Agreement between the Internship Site and WSUS has been finalized prior to the start date of the internship
  - To obtain and provide, prior to the internship, evidence of the required certifications, training, health records, immunizations, satisfactory criminal background, student professional liability insurance, and any other documentation required by the Internship Site to the NEP Placement Manager (typically uploaded to CastleBranch); and to maintain each of these requirements current during the entire internship experience
  - To provide the Internship Site with site specific documents according to the site's application process or site-specific requirements (i.e., if requested, letter of application, resume, completed application, copies of current certifications, copies of proof of immunizations, and any other materials required/requested by the Internship Site)
  - To become familiar with the Internship Site information and materials, if available, prior to the internship
- To communicate with the Internship Preceptor:
  - Prior to the internship to outline the internship and confirm the applicability of the *Professional Goals and Learning Objectives* statement
  - Provide the Internship Preceptor with the *Midterm* and *Final Assessment* forms one week prior to the due date
  - To review the *Midterm Assessment* of the internship and assess progress and performance

- To evaluate the entire experience and to review the *Final Assessment* prior to the end of the internship
- As otherwise needed, or when requested by the Internship Preceptor
- To represent the BS NEP or the MS CPD NEP Program, and WSU Spokane, in a professional manner
  - To send a thank you letter to the Internship Preceptor for the internship experience at the completion of the internship
- To act in a manner acceptable for an employee at the site
  - To comply with all rules, regulations and policies of the Internship Site
  - To maintain confidentiality of information as required by law and by policies and procedures of the Internship Site, including those governing the use and disclosure of individually identifiable health information under federal law
  - To know the emergency procedures established for the Internship Site
  - To be punctual to work and to not leave early unless permission is obtained from the Internship Preceptor or his/her designated replacement
  - To dress appropriately as established by the policy of the Internship Site
  - To observe the same regulations regarding working hours, unexcused absences and excused absences, as employees of the Internship site. The Intern may work longer than 40 hours a week due to the assigned work load and a prearranged agreement
  - To call in as soon as the Internship Site opens and report to the Internship Preceptor if sick or an emergency and cannot be at work on a particular day
  - To use time, when not assigned specific duties, to undertake self-initiated tasks or projects if approved by the Internship Preceptor or to ask the Internship Preceptor for suggestions of additional tasks or projects that can be completed
  - To undertake assignments willingly and to complete assignments and projects on time in a manner which meets the criteria of the Internship Site
  - To observe the same holidays as the Internship Site employees. The assigned internship dates may include days or weeks when WSUS Spokane is not in session
- To discuss with the Internship Coordinator and the Internship Preceptor any extended absence due to illness or extenuating circumstances
- To seek help from the Internship Preceptor and/or the Internship Coordinator to deal with problems which are not readily solvable by the Intern
- To adhere to all NEP 490 course requirements

#### RESPONSIBILITIES OF THE INTERNSHIP PRECEPTOR

- To confirm completion of all site-specific onboarding requirements prior to the internship
- To sign the *Memorandum of Understanding* and return the document to the student prior to the start of the internship
- To meet with the Intern and review Professional Goals and Learning Objectives, expectations, internship assignments and other details prior to the start of the internship or during the first week
- To provide the Intern with materials related to the Internship Site, its expectations, rules, policies, and procedures prior to the start of the internship and to ensure that the student understands all expectations, rules, policies, and procedures
- To exhibit collaborative professional and/or training relationships with other health care providers
- To maintain strong levels of commitment to the education of the Intern

- To provide the Intern necessary emergency healthcare or first aid for accidents occurring in the Internship Site facilities or on its premises. Per a standard WSUS Affiliation Agreement, financial responsibility for such emergency care will be as follows:
  - The Internship Site reserves the right to bill the Intern for the cost of initial first aid care
  - At the Intern's expense, the Internship Site may provide follow-up care, testing and counseling, including HIV testing, and counseling associated with that testing, in the absence of any similar service being immediately available from WSUS's health services
- To provide an environment that nurtures and supports the Intern's learning experience
- To be available (within a reasonable time frame) for the Intern to answer questions or help solve any problems encountered
- To provide the Intern with guidance at least on a weekly basis to ensure the Intern receives constructive feedback on progress and performance and has opportunities to ask questions
- To communicate with the Intern's Internship Coordinator, as necessary, to ensure the protection of the Internship Site and the quality of the Intern's experience
- To assign specific projects for which the Intern is responsible and provide any input, if needed, for successful completion
- To provide educational or observational opportunities that support the Intern's professional goals
- To complete and review the *Midterm Assessment* during the mid-point of the internship and the *Final Assessment* during the final week and address the Intern's strengths and weaknesses, and provide positive and constructive feedback to the Intern
- To establish new goals for improvement in area(s) that the Intern needs to strengthen, during the mid-point of the internship, to help the student reach competency
- To sign the above assessments and provide the documents to the intern so the student can upload it onto Blackboard
- To complete the *Preceptor's Assessment of NEP Program* at the completion of the internship

#### RESPONSIBILITIES OF THE INTERNSHIP COORDINATOR

- To meet with the student and review the resume and intended career directions of potential interns and to help the student identify an appropriate Internship Site to meet these goals
- To approve the internship placement after the student has completed all WSUS requirements as detailed in the Internship Manual
- To provide the Placement Manager with the required documentation for each new site which requires an Affiliation Agreement
- To maintain internship records prior to, during, and after completion of the internship
- To maintain contact with the Intern and the Internship Preceptor prior to and during the internship
- To be available to the Internship Preceptor and the Intern for consultation and to help resolve any issues that arise pertaining to the Intern or internship
- To visit the internship site and/or do a virtual meeting with the Internship Preceptor and the Intern
- To facilitate termination of the internship (two-week written notice) if the Internship Site fails in its responsibility to the Intern or the Intern fails to adhere to the Internship Site's rules and policies
- To read all the Intern's required reports/documents
- To assign the final grade for the internship experience

By signing this agreement, the undersigned agrees to all NEP internship responsibilities and guidelines.

<b>INTERN</b>	
Name:	
Address:	
Phone:	
Email:	
Signature/Date:	

<b>INTERNSHIP PRECEPTOR</b>	
Name:	
Title:	
Organization:	
Address:	
Phone:	
Email:	
Signature/Date:	

<b>INTERNSHIP COORDINATOR</b>	
Name:	Julie Larsen
Address:	WSU Health Sciences Spokane Nutrition and Exercise Physiology HERB 318 412 E. Spokane Falls Blvd. Spokane, WA 99202-2131
Phone:	509-368-6958
Email:	Larsen2@wsu.edu
Signature/Date:	

# APPENDIX C

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## Weekly Report Template

# Week \_\_ Report

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## Student Information

Name:

Home Address:

Email Address:

Phone Number:

WSU ID:

## Preceptor Information

Name:

Title:

Email Address:

Phone Number:

## Internship Site Information

Name of Site:

Address of Site:

## Internship Progress

Weekly Hours:

Total Hours:

## Reflection

Explain what you did throughout the week. It should be in paragraph format and can be organized by day or by topic. This is also your opportunity to tell the Internship Coordinator what you learned this week. Don't just say "I learned about..." but briefly explain what you learned. You should discuss any progress on your learning objectives here too. As a guide, this section should fill up the rest of Page 1.

## Analysis

Write at least one paragraph about strengths you have demonstrated—knowledge, skills, etc. Include examples.

Write another paragraph about areas in which you have noticed (or been told) that you need to improve. Explain how you plan to do this.

Your analysis should take about ½ page.

## Plan

Summarize your plan for the following week, keeping your focus on learning, increasing strengths, improving weaknesses, shadowing opportunities, and completing learning objectives. This should be a thoughtful consideration of how you intend to progress.

## Learning Objectives

### *Incomplete:*

- Make a bulleted list of your approved learning objectives here. Feel free to add new learning objectives as you become more familiar with your site and your opportunities there.

### *Complete:*

- As you feel you have completed your learning objectives adequately, move them here. Hopefully, by the end of the internship, all of your learning objectives will be complete.

### *Unavailable:*

- Students often find that a site does not offer an opportunity to complete a certain learning objective. If you find yourself in that situation, move the objective here.

### **Attached Documents**

- List any additional attachments – the student should upload any relevant material made during the internship (PowerPoints, articles written, photos of bulletin boards, handouts made, etc.). Delete this section if you did not attach anything.

# APPENDIX D

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## Exit Report Template

# Exit Report

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## Reflection

Summarize your internship experience including a brief description of what you did and greater reflection on how this experience aided your professional growth. Also include a list additional shadowing and observational opportunities that were beneficial professionally. This should be ½ page long.

In another paragraph, describe your internship assignment and how it aided your professional growth.

## Analysis

Write at least one paragraph about strengths you have demonstrated—knowledge, skills, etc. Include examples.

Write another paragraph about areas in which you noticed (or were told) that you need to improve. Explain how you worked to improve in these areas.

## Professional Goals and Learning Objectives

- List each and briefly explain how they were achieved (or why they were not achieved). Include any additional significant learning that occurred as well.

## Plan

### *Certifications*

List any current or planned certifications. Include scheduled exam dates or estimated completion dates if you do not have the exam scheduled already.

### *Career*

List any job applications, job offers, job plans, etc. here. If you do not have anything yet, please email the Internship Coordinator when you get a job offer to keep NEP informed of student placement, so we can let future students know where NEP alumni are working.

If you plan to continue your education, have been accepted into grad school, etc., state where you plan to/will be studying.

## Contact Information

Address:

Email (not WSU unless you plan to continue using that):

Phone number:

## APPENDIX E

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### Preceptor's Assessment of the Student

Department of Nutrition and Exercise Physiology

## Preceptor's Assessment of the Student

The following are broad areas of professionalism, knowledge, skills, and abilities the student is expected to successfully accomplish during the internship experience. In order to successfully pass the internship, the student must score  $\geq 7.5$  in all categories on the *Final Assessment*. If the Intern receives any rating of  $\leq 7$  on the *Midterm Assessment*, the Internship Preceptor and the Intern should establish **Improvement Goals** which will help the Intern develop competency during the remaining time at the internship. Specific Improvement Goal(s) should be established and typed in the designated space at the end of each section. Please review the rubric with the intern prior to signing and having him/her submit it.

**RATING SCALE:** please check the appropriate number that best describes your impression of the student's competency; 0.5 decimals may be used between each whole number by checking the line between the two whole numbers. Note: it is expected that students will NOT score a 10 in most areas on the mid-term assessment, but will progress to ratings of 9-10 by the completion.

<b>RATING SCALE: THE INTERN'S PERFORMANCE</b>						
<b>10 = 100%</b>	Fully competent at a professional entry level.					
<b>9 = 90%</b>	Near or usually competent at a professional entry level.					
<b>8 = 80%</b>	As expected for an intern, but still needs moderate improvement prior to obtaining an entry level position.					
<b>7 = 70%</b>	Slightly below expectation for an intern and needs considerable improvement prior to obtaining an entry level position. A passing grade cannot be given now.					
<b>1-6 = &lt;70%</b>	Substantially below expectation for an intern and needs significant improvement prior to obtaining an entry level position. A passing grade cannot be given now.					
<b>N/A</b>	Not applicable to this internship.					
<b>PROFESSIONAL SKILLS</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>1-6</b>	<b>N/A</b>
<b>Attendance and Punctuality</b>						
Arrives prepared and on time, with few absences (all excused)						
Proves to be responsible when completing assigned tasks						
<b>Professionalism</b>						
Dresses and conducts self appropriately						
Exhibits a strong sense of ethical behavior						
Participates in continuing education and professional development						

Does well with organization, planning, and implementation						
Demonstrates problem-solving skills, is resourceful						
Observes rules of safety						
<b>Attitude</b>						
Exhibits self-direction/initiative and responsibility for actions						
Demonstrates compassion for the client/patient; maintains confidentiality						
Exhibits enthusiasm and interest toward work						
Is receptive to constructive suggestions or corrections						
Responds calmly and effectively under pressure						
Adjusts well to new tasks and situations, is adaptable and flexible						
<b>Communication and Teamwork</b>						
Establishes and maintains good rapport with co-workers						
Recognizes the value of teamwork and functions well as a member of a team						
Produces professional written communication						
Listens carefully and communicates effectively						
<b>Knowledge, Skills, and Abilities</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>1-6</b>	<b>N/A</b>
Anatomy and physiology						
Exercise physiology and related exercise science						
Pathophysiology of disease and risk factors						
Intake paperwork and interview						
General physical assessments and health screening						
Health and/or clinical assessment of patient/clients						
Medications						
Medical treatments						
Exercise testing and interpretation						
Electrocardiography and interpretation						
Exercise prescription/programming						
Group exercise						
Use of exercise equipment						
Documentation						
Nutrition						
Weight management						

Behavior change strategies/ counseling						
Individual or group education						
Safety and injury prevention						
Emergency procedures						
Program administration						
Program quality assurance and assessment						
<b>Site-Specific Knowledge, Skills, and Abilities</b> (add relevant criteria for your site; feel free to add more lines too)	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>1-6</b>	<b>N/A</b>
<b>Please list the Intern's Midterm Improvement Goals for this section (for any item scored ≤7):</b>						
<b>GENERAL COMMENTS (ADD MORE SPACE OR ADDITIONAL PAGES, IF NEEDED):</b>						
Is the intern on track to pass the internship?				Yes or No		
Date:	Intern Signature:					
Date:	Internship Preceptor Signature:					

## APPENDIX F

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# Internship Assignment Rubrics for Projects and Presentations

# Internship Assignment Rubric—Project

STUDENT'S NAME \_\_\_\_\_

RATING SCALE: Please refer to this scale in making your assessment of the student Intern						
<b>10 = 100%</b>	Fully competent at a professional entry level.					
<b>9 = 90%</b>	Near or usually competent at a professional entry level.					
<b>8 = 80%</b>	As expected for an intern, but still needs moderate improvement prior to obtaining an					
<b>7 = 70%</b>	Slightly below expectation for an intern and needs considerable improvement prior to					
<b>1-6 = &lt;70%</b>	Substantially below expectation for an intern and needs significant improvement prior to					
<b>N/A</b>	Not applicable to this internship.					
<b>PROFESSIONAL SKILLS</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>1-6</b>	<b>N/A</b>
<b>Planning:</b> Creates goals and efficient timeline with Preceptor: researches and provides regular updates; demonstrates self-initiation						
<b>Organization:</b> Manages time efficiently; plans ahead and follows through on assignments						
<b>Designing:</b> Analyzes and applies scientific data to devise innovative assignments; works well independently						
<b>Decision Making:</b> Recognizes problems/potential problems; makes professional decisions based on research but seeks guidance when uncertain						
<b>Dependability:</b> Meets commitments and obligations; demonstrates self-management						
<b>Interpersonal Skills:</b> Participates as a team member; listens carefully and does not interrupt; actively participates in discussions and negotiates as needed; exudes confidence in a variety of situations						
<b>Written Communication:</b> Follows facility policies and procedures; meets professional guidelines; culturally and age appropriate; uses appropriate media or technology; cites references						
<b>Verbal/Non-Verbal Communication:</b> Uses appropriate communication methods for individuals or groups; culturally and age sensitive						
<b>Professional/Ethical Conduct:</b> Demonstrates a consistently positive attitude; conducts self with honesty, integrity, and fairness; maintains confidentiality, when appropriate						
<b>Implementation:</b> Implements project according to original goals and timeline						
<b>EVALUATION OF THE STUDENT'S PROJECT</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>1-6</b>	<b>N/A</b>
Quality of the Student's Internship Project						
Internship Project Meets Your Expectations						
<b>TOTAL</b>						
<b>GENERAL COMMENTS:</b>						
Did you review and discuss this assessment with the Intern? Please circle Yes or No						
<b>Evaluator's Name:</b>					<b>Date:</b>	

## INTERNSHIP ASSIGNMENT RUBRIC: CASE STUDY OR IN-SERVICE PRESENTATION

Interns Name: \_\_\_\_\_

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

Topic: \_\_\_\_\_

Internship Preceptor's Name: \_\_\_\_\_

**Preceptor:** Please circle or write the number that reflects the students score in the box in each row below.

	A	B	C	D
<b>Poise</b> <b>10 pts.</b>	Is confident and enthusiastic. Avoids verbal crutches during presentation. (10-9 pts.)	Is at ease with all members of audience. Uses few verbal crutches. (8.9-8 pts.)	Is relaxed with other interns and tentative with those who are less familiar. Relies on some verbal crutches. (7.9-7 pts.)	Is self-conscious and nervous. Uses frequent verbal crutches such as "uh", "um", "you know", "like" during presentation. (≤ 6.9 pts.)
<b>Audience Contact</b> <b>10 pts.</b>	Makes direct eye contact with audience; seldom refers to notes, screen or computer. (10-9 pts.)	Often makes eye contact with audience; refers occasionally to notes, screen or computer. (8.9-8 pts.)	Makes occasionally, un-sustained eye contact; often reads from screen, computer or notes. (7.9-7 pts.)	Avoids eye contact with audience. Reads directly from screen, computer or notes. (≤ 6.9 pts.)
<b>Voice</b> <b>10 pts.</b>	Volume and inflection is effective in emphasizing key points. Rate of speech and voice projections is good. (10-9 pts.)	Volume and inflection is varied at times. Rate of speech and voice projections is usually appropriate. (8.9-8 pts.)	Uneven volume with little inflection. Rate of speech is sometimes rapid/slow and does not always project voice. (7.9-7 pts.)	Low/loud volume and/monotonous tone. Rate of speech is either too rapid/too slow and does not project voice appropriately. (≤ 6.9 pts.)
<b>Organization</b> <b>10 pts.</b>	Includes introduction and states purpose of presentation. Presents all required information accurately, in detailed and organized manner. Stays on topic. (10-9 pts.)	States purpose of presentation and includes introduction. Presents accurate information in an organized manner. Most essential details are included. (8.9-8 pts.)	Gives brief explanation of the purpose of the presentation. Presents some information logically. Some important details are missed. (7.9-7 pts.)	Makes no introduction or does not explain the purpose of the presentation. Presents information in a disorganized manner. Information is inaccurate and / or details are missing. (≤ 6.9 pts.)

