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Introduction
Fundamental purpose of field experiences and internships

The basic purpose of field experiences or investigative internships (PEP 2890 or HLTH 2890) and internships (PEP 4890 or HLTH 4890) is to provide applied opportunities in career related settings under the supervision of a qualified professional. Opportunities should be provided for application of knowledge and competencies acquired during the student’s program of study and required in his or her professional field. Field experiences and internships should provide valuable work experience that can be included in a resume, will assist with future career searches, and hopefully lead to employment. Internships also provide a valuable service to the selected site. Thus, a field experience and internship should assist with the transition from program of study to the professional setting.

The field experience or investigative internship (2890) should serve as a precursor to an internship (4890). As such, it should provide opportunities for observations on how the practitioner applies concepts and principles in the work environment and limited participation in a variety of settings. Field experiences should assist the student in identifying and selecting an internship that is closely related to career interests and professional goals.

Internships should serve as a culminating experience, providing a variety of applied and work related opportunities. As much as possible, within the restraints of the selected career site, an internship should provide comprehensive opportunities, in collaboration with site supervisors, to achieve meaningful work related objectives (observable and measureable). An internship should be the most important and meaningful learning experience within the program of study and potentially the most worthwhile with respect to career preparation and employment.

Your Internship

Your internship is an opportunity to enhance your educational preparation and to obtain structured and professional experience in a supervised work environment. The purpose of your internship is to foster a spirit of independence and initiative as well as provide you the opportunity to develop confidence in both your personal and professional abilities and establish vital links with professionals in your field of study.

Your internships may be:
- Taken for credit (1 – 6 semester credit hours).
- Part-time or full-time.
- On campus and off-campus.
- Paid or unpaid.
- During autumn, spring or summer terms.

For your internship to be successful, a committed and collaborative partnership must exist among those involved in the experience (intern, site supervisor, internship coordinator). As the key benefactor of this partnership, you must be willing to put forth an optimal performance.
RECOMMENDED WELLNESS EMPHASIS INTERNSHIP PRE-REQUISITES
MINIMUM REQUIREMENTS

PEP 2890 (SHADOW OR INVESTIGATIVE INTERNSHIP)
HLTH SS 1030 (3) Healthy Lifestyles

NUTRI LS 1020 (3) Foundations in Nutrition

PEP 2200 (2) Foundations of Human Performance
PEP 2300 (3) Fitness Evaluation and Exercise Prescription

PEP 4890 (APPLIED INTERNSHIP)
HLTH SS 1030 (3) Healthy Lifestyles
HLTH 2300 (3) Emergency Response
HLTH 3200 (3) Methods in Health Education

NUTR 2320 (3) Food Values, Diet Design & Health

PEP 2200 (2) Foundations of Human Performance Management
PEP 2300 (3) Fitness Evaluation and Exercise Prescription
PEP 3270 (2) T/C Aerobic Conditioning or PEP 3280 (2) T/C Neuromuscular Conditioning
PEP 3510 (3) Exercise Physiology

RECOMMENDED SPORTS AND RECREATION SERVICES EMPHASIS INTERNSHIP
PRE-REQUISITES
MINIMUM REQUIREMENTS

PEP/REC 2890 (SHADOW OR INVESTIGATIVE INTERNSHIP)
HLTH SS 1030 (3) Healthy Lifestyles
HLTH 2300 (3) Emergency Response

PEP 2200 (2) Foundations of Human Performance

PEP/REC 4890 (APPLIED INTERNSHIP)
HLTH SS 1030 (3) Health Lifestyles
HLTH 2300 (3) Emergency Response
HLTH 3200 (3) Methods in Health Education

PEP 2200 (2) Foundations of Human Performance Management
PEP 3700 (3) Facilities and Events Management

REC 3050 (3) Recreation and Leisure
REC 3810 (3) Recreation Leadership and Administration
Expectations

You will be expected to:

Pre Internship
- Meet with the Internship Coordinator: Human Performance Management and Bachelor of Integrated Studies -- Dr. Molly Smith after discussing your preparation requirements and potential internships within your field(s) of study with your faculty mentor or department advisor. Prior to this meeting, review the contents of your Internship Manual. Your internship coordinator will further discuss your professional preparation and potential internship opportunities.
- Propose potential internship sites and review requirements for each site.
- Use available resources to obtain an internship interview.
- After being accepted for an internship, complete the Internship/Project Agreement with the site supervisor and internship coordinator. Obtain and review specific responsibilities with the site supervisor. The internship coordinator will determine the number of credit hours that you are eligible to enroll.
- Review internship assignments, reports and evaluations with the internship coordinator and then with the site-supervisor.
- Register for the internship.

Internship
- Attend the initial internship orientation meeting (first Wednesday of the term at 1:30 PM) and complete and submit the Internship/Cooperative Work Performance Profile (assignment due dates, credit hours, hours/week, total hours, internship site information, supervisor, and contact number). A copy will be given to you during this meeting. Make sure you understand the purpose of each report and how to complete and when to submit each report.
- Provide your site supervisor with the Internship Performance Evaluation Profile and Instructions packet. This will be given to you during the orientation meeting.
- Obtain a weekly schedule (days and times you work) and submit it to the Internship Coordinator.
- Accomplish to the best of your ability all of the daily duties and tasks as well as special projects assigned by your site supervisor which are related to the agreed upon expectations and responsibilities of the position.
- Maintain a professional appearance and behave in a professional manner.
- Adhere to professional ethics and follow the rules and regulations and performance requirements of the site’s organization.
- Complete the academic requirements (reports and evaluations) as outlined in the Internship Manual.
- Notify the university internship coordinator of any changes in the original internship agreement or of any problems that develop during the work experience.
• If changes to established assignment due dates are necessary, it is your responsibility to submit revised due dates to your internship coordinator for approval. This must be done prior to the established due date. Late reports will have a negative influence on your final grade.

• Assignment/Reports
  o For security reasons, all internship e-mail correspondence must be submitted through Weber State University e-mail. (@mail.weber.edu or @weber.edu).
  o Assignments/reports must be submitted in the required format on or before the established due dates. Refer to manual for format and examples.
  o The font style and font size for the assignment/reports is Times New Roman 12.
  o The Journal of Activities (submitted at mid-term and end-of-term) font style and font size is Times New Roman 8. Note: Each time you submit your Journal of Activities, your supervisor must sign and date below the total number of hours completed. The Journal must be submitted as a hard copy. Do not send it as an attachment.
  o All evaluation forms must be submitted as a hard copy.
  o Your supervisor’s evaluation and commendation letter must be placed in an envelope, sealed and then signed along the seal prior to being submitted. It can then be mailed or hand carried to the Internship Coordinator.

Desired Experiences, Outcomes and Expectations1,2 for Intern, Site Supervisor, and Internship Coordinator

Intern - Wellness Emphasis Internships
1. Assess the needs of the clientele and develop appropriate intervention strategies (e.g., fitness evaluations; health appraisals; exercise, weight loss, and stress management programs).
2. Educate and/or counsel clients relative to physical activity and lifestyle issues.
3. Organize, implement and monitor appropriate intervention strategies (e.g., preventive and/or rehabilitative exercise programs).
4. Assist and conduct health promotion programs.
5. Safely apply the principles related to health and fitness to intervention programs.
6. Answer questions related to health and fitness and be able to refer others to appropriate sources of information when necessary.
7. Perform functional tests and body composition measurements.
8. Interpret and explain health profiles to clients and under general supervision, be able to make sound independent decisions regarding clients' needs and program planning.
9. Assist in the safe and efficient management and maintenance of programs and adhere to safety and treatment precautions.

2 Department of Physical Education, Exercise and Sport Sciences. Undergraduate Exercise Science Internship Experience. East Tennessee State University.
10. Exhibit good time management skills for timely completion of client scheduling, programming, and documentation.
11. Maintain awareness of current professional standards and practices as evidenced by participation in professional organizations and review of professional literature.
12. Maintain current professional and C.P.R certifications.
13. Maintain good working relationships with interdisciplinary team members and a thorough understanding of their roles.
14. Maintain consistently high productivity and effectiveness for responsibilities.
15. Demonstrate clear, concise, and thorough documentation of client/program progress.
16. Demonstrate willingness to learn new skills and to improve on existing skills.
17. Relate well to assigned client populations.
18. Exhibit good listening skills and problem-solving abilities.
19. Maintain a professional appearance appropriate to work-related responsibilities.

**Intern - Sports and Recreation Services Emphasis Internships**
Desired experiences, outcomes and expectations – Unique to site and will be developed as part of the internship description.

**Wellness Emphasis and Sports and Recreation Services Emphasis Internships Desired experiences, outcomes and expectations**

**Site supervisor**
1. To provide information about the site, professional personnel, and available intern opportunities.
2. Provide formative and summative feedback regarding the student intern’s performance.
3. Maintain contact with the internship coordinator.
4. Work with the student intern as an entry level employee.
5. Provide an opportunity for a broad, well-rounded internship experience.
6. Outline, in consultation with the student intern, objectives, duties, tasks and special project expectations. To be reported in the Internship Description assignment.
7. Provide an overview of the site’s mission (purposes), policies, administration, program, and physical facilities. To be reported in the Initial Impression and Orientation assignment.
8. Introduce the student intern to staff as a co-worker and provide information about regulations that must be conformed to.
9. Provide an orientation of facilities, resources, equipment and materials associated with assigned responsibilities.
10. Provide an orientation of the community and its resources.
11. Provide opportunity for successful experiences that will promote growth and sense of achievement.
12. Encourage the high standards of performance, provide: praise for work well done, constructive evaluation, and encourage self-evaluation.

**Internship coordinator**
1. Be responsible for the site approval process and site monitoring.
2. Conduct maintenance visits and/or communication.
3. Conduct initial site inquiry discussions
4. Provide internship orientation sessions
5. Assist in the selection of sites that will provide experiences commensurate with
   the professional goals of individual students.
6. Represent the University in official arrangements with cooperating sites.
7. Review and evaluate all of the student’s written assignments.
8. Make at least one site visit per term (preferably when the intern is working) or at
   least two phone conferences (mid-term and final).
9. Address unique problems and issues as they arise.
10. Determine the final grade for the student intern based on established criteria.
11. Approve student placement and make final arrangements for the placement.
12. Maintain communication with the site supervisor concerning supervision of the
    Internship Program.

Products
Intern
1. Internship agreement and weekly schedule (include class, work and internship
   schedule)
2. Initial Impression and Orientation report
3. Internship Description (objectives, duties, tasks, special projects)
4. Expectations (professional growth) assignment
5. Midterm status report plus Journal of Activities
6. Evaluation of Internship Experience report plus Journal of Activities

Site supervisor
1. Assist with development of Internship Description and Expectations assignment.
2. Provide interim assessment
3. Provide final assessment plus commendation letter

Internship coordinator
1. Maintain intern site database
2. Maintain intern performance files (communication, assignments and evaluations)
3. Maintain intern and employment bulletin board
4. Provide status reports as requested by the administration and accrediting agencies.
5. Submit grades as required by the University.
Orientation and Initial Impression Report

Schedule an organization/company orientation session with your supervisor. Attempt to obtain information on or gain exposure to:

1. The work environment (e.g., facilities and various program areas).
2. Your immediate supervisor(s) and colleagues.
3. The mission of the organization and company.
4. Any policies, procedures and expectations relating to you as an intern.
5. Marketing, program, and assessment materials related to your internship.

Briefly describe what you have learned and what your impressions were. Follow the sample below to develop your orientation and initial impression report. Font: Times New Roman, font size 12.

ORIENTATION AND INITIAL IMPRESSION REPORT
Internship Position Title
Organization
Location
Program Supervisor

Submitted by
Your Name
Course Number and Credit Hours
Date

Work environment
Facilities (e.g., description, operation, maintenance)
Equipment (e.g., general, description, maintenance)
Programs/Opportunities (e.g., type, variety, scope)
Clientele
Atmosphere (e.g., functional, inviting)
Safety

Supervisors and Immediate Colleagues
Name
Position/Title
Areas of Responsibility

Mission/Philosophy

General Expectations/Requirements
Knowledge/Conversant
Skill/Competent
Education/Experience

Materials
Program
Assessment
Marketing
Sales
**Orientation and Initial Impression Report**

**Physical Therapist Aide**

**Work Environment**

**Facilities:** One large building (15,000 sq ft) with one section split between The Pulse Fitness Center and Mountain Land Physical Therapy (5,000 sq ft). Although these are two separately owned and operated businesses, they have an agreement where there is a cross over between much of the facilities and equipment. Mountain Land contains a front reception area, two private rooms, three semi-private rooms, one large open room with five beds, an aide station, one office with three desks, and one billing room. The fitness center also has a reception area; a weight/cardio room, a large aerobics room, a tanning bed, and one massage therapy room.

**Equipment:** Mountain Land has a large “total gym” unit in the large open room with many pulley type attachments. It also has a wall where ankle weights of various weights hang along with Thera band cording, hand webs, and measuring goniometers. There is also a rack that contains different sizes and weights of medicine balls and balancing apparatuses. They also have a trampoline rebounder and a slide board. Other equipment includes ultrasound machines, electrical stimulation machines, a light therapy machine, and a hydro collator. The fitness center offers a room with the following cardio equipment: four treadmills, two elliptical’s, three stair steppers, seven bikes, and one arm bike. It also has a circuit training of weight machines, a free-weight rack and benches. In the aerobics room there are steps, large medicine balls, and free-weights.

**Programs/Opportunities:** There is a free two-week pass that is given to patients upon discharge where they are free to use the gym for free. Often times a contract is then signed and the patients become clients of the fitness center. One of the biggest opportunities is that patients are given the chance to use the fitness center at will while they are patients, including all of the provided classes.

**Clientele:** Patients who have been referred to physical therapy by their physician, those who do not need a referral due to their insurance not requiring it, or lack of insurance, and athletes from the local High Schools. We see approximately

**Atmosphere:** There is a very upbeat, positive, and professional atmosphere here that is conducive to healing, teamwork, and the building of friendships. There is an open-door policy with the owners of both Mountain Land and The Pulse for all of their clients and patients.
Safety: There are definitely a lot of safety issues in regards to the gym's free weight area. There are signs posted with tips for preventing injuries to yourself or others. There are fire escape routes posted. There is also a sign in sheet for both the gym and the physical therapy clinic that is used as a roll call in case of an emergency. TB testing is required for all employees as we have direct contact with patients. We also must follow the safety regulations for biohazard waste by providing containers with the correct markings on them. There are also posters that are hung that give information for workplace safety and OSHA regulations.

Supervisors and Immediate Colleagues

Name: Nylin Johnson
Position: Mountain Land Physical Therapy Clinic Director/Owner. Physical Therapist.
Areas of Responsibility: Director of all functions of Mountain Land Physical Therapy. Physical therapist duties include patient care, building PR relationships.

Name: Stephen Simmons
Position: Physical Therapist
Area of Responsibility: Patient care, public relations.

Name: Anita Fink
Position: Office Manager
Areas of Responsibility: Manager of all secretarial duties.

Mission/Philosophy
To provide quality care by exceptionally talented staff that will give positive outcomes.

General Expectations/Requirements
Knowledge/Conservancies: Anatomy, physiology, medical terminology, general exercise physiology

Skills/Competencies: CPR certified, phone etiquette, communication skills, general computer skills, leadership skills, motivational skills,

Education/Experience: No formal education is required, but a base with the content listed under "knowledge/conservancies" is preferred.

Materials
Program: Continuing education programs, team (office) competitions, PTO
Assessment: Discharge surveys, initial evaluation measurements (ex: girth)
Marketing: Discharge t-Shirts, business cards, flyers, travel trailer.
Sales: Sales of braces, small exercise equipment, gels, and ace wraps.
Internship Description

Develop a description of your internship. Include an explanation of your areas of responsibility, the tasks and duties you have been assigned within each area and the assignments or projects you will be involved in or responsible for. Follow the sample below to develop your internship description. Font: Times New Roman, font size 12.

INTERNSHIP DESCRIPTION
Internship Position Title
Organization
Location
Program Supervisor

Submitted by
Your Name
Course Number and Credit Hours
Date

First Area of Responsibility (e.g., Reception Desk)
  Assigned tasks and duties
  Special assignments or projects
  Supervisor

Second Area of Responsibility (e.g., Resistive Conditioning Area or Program)
  Assigned tasks and duties
  Special assignments or projects
  Supervisor

Third Area of Responsibility (e.g., Aerobics Area or Program)
  Assigned tasks and duties
  Special assignments or projects
  Supervisor

Fourth Area of Responsibility (e.g. Marketing and Sales)
  Assigned tasks and duties
  Special assignments or projects
  Supervisor
INTERNSHIP DESCRIPTION
Physical Therapy and Speed Training Intern
WSU BASICS Sports Medicine

Physical Therapy
Assigned tasks and duties: help patients warm up using the Dynamic Warm-up, get patients started on program, assist with exercises, cue patients to perform correct form and carry out of exercises
Special assignments or projects: keep PT area clean, i.e.: wipe down tables and machines, put equipment away after use.
Supervisor: Melanie Pyle

Speed Training
Assigned tasks and duties: set up testing equipment, help clients warm up using the Dynamic Warm-up, max strength testing, jump testing, assist in speed testing
Special assignments or projects: None
Supervisors: Lindsay Hassell, Emmitt White

Intern In-service
Assigned tasks and duties: research project on assigned topic
Special assignments or projects: 10 min Power Point presentation on Over-speed Training, Lactate Training, and others to be assigned throughout the internship.
Supervisor: Joel Hatch
Expectations

Outline the expectations you have for this internship. Describe how you plan to accomplish each expectation. Review these expectations and plans with your supervisor to determine if they are realistic and feasible. The expectations should be specific not broad objectives, attainable within the term of the internship, measurable and capable of formative evaluation. This report should be viewed as a professional growth experience that provides you the opportunity to identify specific professional areas you need to develop or improve upon and outline plans to achieve them. Follow the sample below to develop your expectations report. Font: Times New Roman, font size 12.

EXPECTATIONS
Internship Position Title
Organization
Location
Program Supervisor

Submitted by
Your Name
Course Number and Credit Hours
Date

Professional Orientation
  Expectation
  Plan for Achievement

Human Relations
  Expectation
  Plan for Achievement

Communication
  Expectation
  Plan for Achievement

Computer Literacy
  Expectation
  Plan for Achievement

Professional Knowledge/Conversancy
  Expectation
  Plan for Achievement

Professional Skill/Competency
  Expectation
  Plan for Achievement

Teaching/Facilitating
  Expectation
  Plan for Achievement

Program/Resource Management
  Expectation
  Plan for Achievement
EXAMPLE REPORT

EXPECTATIONS
Welcat Intern
Weber State University

Professional Orientation
Expectation
To arrive at my internship on time each day and to be productive with my time.

Plan for Achievement
Leave for work five minutes earlier than needed. Always bring extra health-related materials with me, so I can develop professionally even when things are slow at the office. Look for projects I can do to help improve the service offered through the Wellness Office. Have supervisor evaluate and give feedback.

Human Relations
Expectation
To counsel with a client about a program for weight management.

Plan for Achievement
Upon request, sit down with client and evaluate weight management needs. Teach client how to utilize diet prescription (see Professional Skill/Competency). Outline exercise program. Schedule time for client to report progress and/or frustrations.

Communication
Expectation
To create and send out a survey asking for employee preferences about new wellness classes being offered this fall.

Plan for Achievement
Brainstorm effective ways to ask for information needed on survey. Create rough draft and have supervisor approve. Take approved document to copy center and make enough copies to send to all employees. As surveys are completed and returned, tally responses to aid in making decisions about classes being offered.

Computer Literacy
Expectation
To create a website biography for the Employee Wellness web page.

Plan for Achievement
Gather pertinent information about myself. Using Front Page software, create a biography and add it to the Employee Wellness web page. Have supervisor okay content and quality.
Professional Knowledge/Conversancy

**Expectation**
To create a diet prescription for a client.

**Plan for Achievement**
Have client record his/her food intake for one week. Using food record, input data into ESHA software. Analyze results and create a diet prescription using the Exchange List. Have supervisor evaluate before meeting with client.

Professional Skill/Competency

**Expectation**
To accurately administer a cycle ergometer test.

**Plan for Achievement**
Practice a few times administering test under supervision, then administer test unaided. Ask questions if needed. Have supervisor evaluate and give feedback.

Teaching/Facilitating

**Expectation**
To develop a unit of lesson plans about a health topic.

**Plan for Achievement**
Brainstorm for a topic of interest to me. Outline topic into four to eight lessons. Get supervisor approval to continue. Research for materials and activities to use for each lesson. Type each lesson and include any handouts, overheads, videos, etc. Have supervisor evaluate and provide feedback.

Program/Resource Management

**Expectation**
To facilitate resource management by taking an inventory of all program supplies and incentives.

**Plan for Achievement**
Create a form for taking inventory. Count number of each kind of item. Record data on inventory form. Submit to supervisor to aid in ordering program materials.


**Professional Orientation**

*Expectation*

Know the specific areas of the therapy gym and what conditions are treated in those areas.

*Plan for Achievement*

Learn what machines and exercises are most commonly used for each part of the body.

Learn what conditions require patients to have a private treatment room.

Talk with the therapist about specific patients with uncommon conditions who may need to be placed in a certain area to receive the best treatment.

**Human Relations**

*Expectation*

Develop friendly and professional relationships with co-workers and especially the patients.

*Plan for Achievement*

Approach all patients with a caring, friendly attitude.

Follow guidelines that have been set for me by the physical therapist.

Ask the physical therapist, other employees, and patients for feedback on my performance.

**Communication**

*Expectation*

Understand the instructions given to me by the physical therapist on treatment I am to give to all patients.

*Plan for Achievement*

Read each patient’s chart on treatment given the previous visit.

Ask the physical therapist for clarification on any treatment that may be different from the previous visit.

Listen to and follow the directions of the physical therapist for each patient.

**Professional Knowledge/Conversancy**

*Expectation*

Learn the anatomical structures of the knee, shoulder, and ankle, as these are the most common areas of the body we treat.
Plan for Achievement
Review the sections in my anatomy lab manual referring to these parts of the body.
Learn the superficial landmarks of these structures
Practice palpating these structures under the direction of the physical therapist.

Professional Skill/Competency
Expectation
Demonstrate ability to use proper parameters and technique when using the ultrasound and electrical stimulation machine.

Plan for Achievement
Observe a co-worker using these machines and take note of what parameters they use for certain areas of the body.
Practice setting up both machines on a co-worker to make sure I use the correct settings.
Set up machines on patients and use proper technique and parameters based on what part of the body is being treated and for what condition.

Teaching/Facilitating
Expectation
Instruct patients on how to properly perform exercises on the shoulder rotation trainer.

Plan for Achievement
Practice setting the machine up for a co-worker, using proper handle length, height, and angle.
Practice setting and attaching the weight to the machine properly.
Learn proper form to maintain while performing the exercises.
Practice teaching others how to maintain proper form for the exercises on this machine.

Program/Resource Management
Expectation
Understand the abbreviations for each exercise to help the patients move smoothly and quickly through their program.

Plan for Achievement
Learn the names for all the exercises and exercise machines if I do not already know them.
Memorize the abbreviations for each exercise and know which machine, if any, is used for each exercise.
SAMPLE OF MEASURABLE/OBSERVABLE EXPECTATIONS

Developed: 7 January 2002    Revised: 13 August 2012

Professional Knowledge/Conversancy

Expectation
   To summarize personal wellness profile (PWP) results to a small group of employees.

Plan for Achievement
   Practice presenting and explaining personal wellness profile results to fellow interns and supervisor.
   When the supervisor approves, then present and explain PWP results to a small group of employees.
   Have employees evaluate my presentation and explanation of their wellness profile results.

Professional Skill/Competency

Expectation
   To obtain accurate measurements when administering the following clinical tests:
   1. Blood pressure using auscultation technique with a stethoscope and aneroid sphygmomanometer and automated sphygmomanometer.
   2. Lung capacity (FEV-1/FVC) using a micro spirometer.
   3. Body composition using the Harpenden skinfold calipers and Bod Pod.

Plan for Achievement
   Practice administering clinical tests to fellow interns and employee wellness participants.
   Validate measurements with an experienced clinical evaluator.
Status Reports

One status report (mid-term) and one final evaluation report will be required during your major internship. Deadlines for submitting these reports will be established during your initial consultation with the Director of Internships. This report should be written as an outcomes report. The purpose of a status report is to summarize what you have accomplished. This requires quantitative as well as qualitative information. For example, Customer Service & Productivity: How many clients have you worked with (e.g., average or total per day, week, month)? How many conditioning sessions? Did you have a system in place to have them rate their satisfaction with your service (e.g., client or supervisor feedback)? Follow the sample below to complete your mid-term status report. Font: Times New Roman, font size 12.

Remember to include your daily journal of activities and hours.

STATUS REPORT
Challenges and Opportunities
Internship Position Title
Organization
Location
Program Supervisor

Submitted by
Your Name
Course Number and Credit Hours
Date

Duties and Responsibilities
Area of Responsibility
Duties & Tasks
Special Assignments and Projects

Professional Orientation (Service)
Goals, Objectives, Opportunities
Quality Experiences and Performance
Customer Service and Productivity

Human Relationship
Teamwork & Leadership
Counseling

Communication and Computer Skills
Oral
Written
Computer (Equipment, applications, communication)

Professional Development
Knowledge (Conversancy)
Skill (Competency)
Technical Opportunities and Challenges

Facilitation and Resource Management
Teaching/Facilitating
Program and Resource Management
Professional Orientation (Service)

**Goals, Objectives Opportunities**

Two of my professional goals were achieved:
1. I attended a regional wellness conference in San Diego, California.
2. I completed my personal training certification exam with ACE.

**Quality Experience and Performance**

One quality experience stands out – I had the opportunity to participate in a clinical fitness assessment workshop while in San Diego. I administered seven different fitness tests: (1) body composition with Harbenden skinfold calipers, (2) lung function with micro spirometer, (3) blood pressure with stethoscope & sphygometer, (4) submaximal cardio-respiratory with cycle ergometer, (5) abdominal strength & endurance with ab roller, (6) upper body muscular strength & endurance with ART rotary chest, and (7) hip flexibility with Acuflex I. I administered these tests to 18 fellow participants and received feedback on my performance. I earned excellent ratings on five of the seven tests and good on two.

**Customer Service and Productivity**

- I provided 14 personal training sessions to two clients (one male and one female).
- I assisted with the administration of five clinical tests to 36 employee wellness participants.
- I contacted 62 employees by e-male and invited them to participate in a weight management intervention program. Sixty percent were in attendance.
STATUS REPORT #1
Challenges and Opportunities
WSU Employee Wellness Intern
Weber State University Employee Wellness Program
Weber State University, Ogden, Utah
Program

Duties and Responsibilities

Area of Responsibility
There are two main areas of responsibility that I hold:
1. Office work
2. Performing physical assessments
3. Counseling clients

Duties & Tasks
Office work: responding to e-mails, answering the phone, scheduling blood and physical assessments, adding new enrolments, making new files, filing, miscellaneous job (hanging up posters, running an errand, etc.), and bubbling in and scanning PWP's (Personal Wellness Profiles).
Performing Physical Assessments: Customer Service, take RHR (Resting Heart Rate), BP (Blood Pressure), measuring height, weight, body composition, flexibility, grip strength, lung function, cardiovascular fitness (submaximal test), Upper body and abdominal strength.
Counseling: Conducting one-on-one follow-up session with the client going over all of their results and explaining them to them; educating clients on how to use the facility's exercise equipment properly; and creating exercise and/or nutrition prescriptions for the desirous clients.

Special Assignments and Projects
My special project for this internship is to help to create the Employee Wellness "Team Survivor Challenge" and implement it.
1. Created three distinct Team Survivor events: one on nutrition, one on physical fitness, and one in which participant must use their mental capacity.

Professional Orientation (Service)
Goals, Objectives, Opportunities
1. Effectively mastered the skill of administering the body composition test using the skinfold calliper with accurate measurements.
2. Performed a successful follow-up appointment with a client
3. Attended two My ePHIT presentations and learned all about this new program WSU Employee Wellness is offering.
Quality Experiences and Performance
One quality experience stands out—having the opportunity to create three events for the upcoming “Team Survivor Challenge” and submit them to Travis. He was very impressed with the chosen events and especially the quality of the format that I had created. He even told the other interns to look at my format and pattern their formats after mine.

Customer Service and Productivity
- I administered sixteen physical assessments both male and female
- I performed one follow-up session so far and instructed one client on how to use the exercise equipment in the gym.
- Answered about six e-mail questions on the “digi-walker challenge” and four e-mail questions about My ePHIT.

Human Relationship

Teamwork & Leadership
- I successfully performed an orientation on how to use the gym exercise equipment for a client. She thanked me for my help and I told her if she had any more questions to let me know and I would be happy to answer them.

Counselling
- I had the opportunity to do my first follow-up session with a client in which I explained his results from the blood and physical assessments and counselled him on ways to help improve his health.

Communication and computer Skills

Oral
☑ I have learned the proper names for most of the physical assessments tests we perform (e.g., microspiro, flexibility, body composition/skin calliper test and grip test) which I use as I communicate orally with participants.
☑ I am able to explain effectively to clients the reasons for performing the specified physical assessment tests and answer most any questions they may have about them.
☑ I am able to effectively explain HOW to perform each individual physical assessment test so that the client is able to perform them safely and effectively.

Written
☑ I have properly recorded sixteen physical assessments that can be later scanned into the computer
☑ I responded to approximately twenty e-mail questions regarding My ePHIT, the “digi-walker challenge,” personal counselling sessions, and general wellness program inquiries.

Computer (Equipment, applications, communication)
☑ I successfully recreated the document for this year’s “digi-walker challenge” in word perfect to be distributed to all participants.
☑ I created a diet log for clients to use when keeping track of their nutritional intake for three days for the purposes of a nutrition evaluation.
☑ I have learned and demonstrated how to use GroupWise e-mail, create labels, and add new enrolments to the system.
Professional Development

Knowledge (Conversancy)

* My knowledge of the purpose of using a submaximal bike test for testing client’s cardiovascular system has increased and I know now how to determine a client’s estimated maximal HR from a submaximal test. I also know the reasons why we do not perform maximal cardiovascular tests on clients.

* I have learned what a beta-blocker is and how it can affect the results of the cardiorespiratory submaximal bike test that we administer.

* I have learned what to do on a submaximal bike test if the HR of the clients has jumped higher than 5 numbers between the second and third minute: administer another minute at that level.

Skill (Competency)

* I affectively performed three body composition tests using skin callipers with accurate readings when retested by Tim or Jill.

Technical Opportunities and Challenges

* I am learning how to perform effectively counsel and perform follow-up sessions with clients and have performed one follow-up session so far.

* I will have the opportunity to create a cardiovascular exercise prescription for at least one client. It will be a bit challenging in that I have never done one before.

Facilitation and Resource Management

Teaching/Facilitating

* I had one opportunity to teach a client specifically how to use the gym’s exercise equipment.

Program and Resource Management

* I have not had the opportunity to do any managing in the program or control any of the resources such as the budget or other aspects; except that I did help check out two digi-walkers to desirous participants for the “digi-walker challenge”.


# Daily Journal of Activities

**Name__________________________________________  Internship______________________________________________  Date _________**

<table>
<thead>
<tr>
<th>Date</th>
<th>Brief summary of experience (opportunities, frustrations, problems, solutions)</th>
<th>Hours/ Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓Duties/tasks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓Professional orientation (cooperation, commitment, service, quality)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓Human relation experiences (interpersonal, counseling, facilitation, interaction)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓Communication and computer skills (oral, written, computer applications, communication)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓Professional development [knowledge (conversancy), skill (competency), technical skill]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓Facilitation/Management (Teach, facilitate, plan, budget, manage programs and resources, evaluate, market, sale)</td>
<td></td>
</tr>
</tbody>
</table>

______________________________  Supervisor’s Signature
# EXAMPLE JOURNAL REPORT

<table>
<thead>
<tr>
<th>Date</th>
<th>Duties / Tasks:</th>
<th>Supervisor's Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/20/03</td>
<td>Internship class - outlined responsibilities, timeline given for due date of assignments.</td>
<td>3.5 hrs</td>
</tr>
<tr>
<td></td>
<td>Oriented to Employee Wellness Center</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tour of Human Performance Lab given</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Travis Hampshire demonstrated how to perform a fitness assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Responsibilities explained</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Met with fellow interns for first time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication and Computer Skills:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional Development:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Facilitation / Management:</td>
<td></td>
</tr>
<tr>
<td>5/21/03</td>
<td>Moved material and office equipment into different room so that new office furniture could be placed in existing office once it arrived.</td>
<td>5.0 hrs</td>
</tr>
<tr>
<td></td>
<td>Responsibilities further explained</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explanation and demonstration of scanning completed Personal Wellness Profile questionnaire into Wellsource Program Database.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Built upon existing team cohesiveness with fellow interns and supervisor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication and Computer Skills:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional Development:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Set-up equipment for Fitness Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assisted in performing three Fitness Assessments two females and one male</td>
<td></td>
</tr>
<tr>
<td>5/27/03</td>
<td>Moved office back into room after new office furniture arrived</td>
<td>5.0 hrs</td>
</tr>
<tr>
<td></td>
<td>Outlined Get The Point Summer Challenge Rules</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brainstormed for prizes and drawings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Built upon existing team cohesiveness with fellow interns and supervisor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication and Computer Skills:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional Development:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Checked Groupwise account for new email messages</td>
<td></td>
</tr>
<tr>
<td>5/28/03</td>
<td>Purchased office supplies</td>
<td>5.0 hrs</td>
</tr>
<tr>
<td></td>
<td>Obtained Prizes for “Get the Point” Summer Challenge</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Finalized Get The Point Summer Challenge Rules</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Finalized list of prizes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Built upon existing team cohesiveness with fellow interns and supervisor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication and Computer Skills:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional Development:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Set-up equipment for Fitness Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assisted in performing one male Fitness Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Input completed data onto Personal Wellness Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Input data into Wellsource Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Facilitation / Management:</td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours:**

- 3.5 hrs total
- 5.0 hrs
- 8.5 hrs total
- 5.0 hrs
- 13.5 hrs total
- 5.0 hrs
- 18.5 hrs total
Intern,

Evaluate your internship experience. Address the contribution it made to your professional growth and the potential this internship has for future interns. Incorporate the same heading format as in previous reports. Include all headings and subheadings. If there was no opportunity for professional growth for a particular heading/subheading simply indicate "No opportunity"; if the heading/subheading did not apply to your internship respond with "Not applicable". Font: Times New Roman, font size 12.

**REMEMBER TO INCLUDE DAILY JOURNAL OF ACTIVITIES AND HOURS.**

I. Requirements for intern position
   1. Competency (skill)
   2. Conversancy (knowledge)

II. Setting
   1. Facilities
   2. Equipment
   3. Personnel

III. Professional development experiences/opportunities
   1. Professional Orientation
      Perspective
      Cooperation/commitment
      Quality
      Development
   2. Human Relations
      Interpersonal interaction
      Counseling/Patient Interaction
   3. Communication and Computer Skills
      Communication, oral (e.g., counseling, meetings, presentations)
      Communication, written (e.g., reports, clinical documentation)
      Literacy, computer (e.g., e-mail, word processing, spreadsheets, databases)
   4. Professional Development
      Knowledge (Conversancy)
      Nutrition
      Exercise Science (aerobics, resistive, ROM)
      Health promotion
      Therapy: modalities, exercise progression, testing procedures
      Skill (Competency)
      Nutritional analysis
      Leading aerobics
      Personal training (resistive, ROM, aerobics)
      Health risk appraisals
      Therapy: modalities, exercise progression, testing procedures
      Technical (operation, maintenance, repair)
      Equipment (exercise, assessment)
      Technology (media, software)
      Therapy equipment
   5. Facilitation and Resource Management
      Teaching and Facilitation
      Leading Physical Activities (e.g., aerobic, anaerobic, ROM, therapy)
      Pedagogy (e.g., facilitate, teach, coach, demonstrate)
      First Aid, Emergency Response
      Measure, evaluate, program
   6. Administrative/Management
      Plan & Organize
      Implement
      Promote, market, sale
      Financial (budget, requests, reports)
      Legal

IV. Evaluation of Internship Experience form (page 28 - include with report)
EVALUATION OF INTERNSHIP EXPERIENCE  
Developed: 26 August 2002   Revised: 22 February 2010

<table>
<thead>
<tr>
<th>EVALUATION CATEGORIES</th>
<th>RATING</th>
<th>COMMENTS, SUGGESTIONS, CONSTRUCTIVE CRITICISM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PREPARATION FOR INTERNSHIP</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Requirements for intern position</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Competency (Skill)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. Conversancy (Knowledge)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>SETTING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Facilities</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. Equipment</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3. Personnel</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>EXPERIENCES &amp; OPPORTUNITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Professional Orientation</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. Human Relations</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3. Communication/Computer Skills</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Oral</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Written (reports, documentation)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Computer</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4. Professional Development</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Knowledge (conversancy)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Skill (competency)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Technical equipment</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5. Facilitation &amp; Resource Management</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Teaching &amp; Facilitation</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Leading physical activities</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Teaching, training, therapy</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Emergency Response</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Measure, evaluate</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6. Administrative/Management</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Plan &amp; organize</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Implement</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Promote, market, sale</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Financial (budget)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Legal</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>OVERALL RATING</strong></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Submitted by:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Internship Performance Evaluation Profile Instructions

Intern supervisor,

Our intern should have provided you with this evaluation package during the first three weeks of the internship. Three documents are attached to this instruction sheet:

1. Intern Performance Evaluation letter
2. Internship Performance Evaluation Profile
3. Completed sample of an Internship Performance Profile.

The Intern Performance Evaluation letter provides an explanation of the performance criteria included in the evaluation profile and identifies the organizations that have influenced the selection of performance categories to be evaluated.

Regarding completion of the Internship Performance Profile,

1. Our intern should have completed the following:
   a. Profile of [their name]  b. WID#  c. Term  d. Year
2. Within each of the five major performance categories there are several performance components followed by brackets [ ]. If you observe and feel comfortable in evaluating any or all of the components please provide a standard score within the bracket of the component you are evaluating. Note: some components have a standard score range of 0 to 5 and others a range of 0 to 10. If the bracket is left blank or "NO" is printed within the bracket, the assumption will be that no observation has taken place or no opportunity was provided for that component. Refer to example.
3. Once you have evaluated the components within each major category, provide an estimate of the intern’s overall performance for each major category. There is no need to average the component scores. Simply, provide an overall estimate for the category. If you do not feel comfortable in providing an overall estimate for a given category leave it blank. Refer to example.
4. Circle the Standard Performance Scale (Weighted) scores or mark them with an “X”. Enter a score in the “Score” column cells if you have made observations justifying each score. Add up the scores of the “Score” column cells only if scores are entered for each factor or major area.
5. Provide constructive comments in the “Rating Comments” section.
6. Provide an estimated final grade and sign the document with your title. Please include a date in the upper right hand portion of the profile.
7. If possible, provide a letter of commendation.
8. Insert both the Internship Performance Evaluation Profile and Commendation Letter in an envelope; seal and sign across the seal. The envelope can be mailed or hand carried to me once it is sealed and signed.

Molly Smith
Human Performance Center
2801 University Circle
Weber State University
Ogden, UT 84408-2801

Thank you for providing this internship opportunity,

Molly Smith, Professor and Coordinator
Human Performance Management and
Related Bachelor of Integrated Studies Internships
Intern Performance Evaluation

Intern Supervisor,

The performance standards established for our Human Performance and Pre-Physical Therapy majors are influenced by six organizations: (1) Association for Worksite Health Promotion, (2) National Association for Sport and Physical Education, (3) American College of Sports Medicine, (4) American Physical Therapy Association, (5) American Council on Exercise, (6) National Strength Conditioning Association. In an attempt to coordinate intern evaluations with expectations established by these certifying or standard establishing organizations, we have developed an internship performance evaluation profile to address the major factors and components outlined in their performance outcomes and expected competencies documents.

The following information is provided to assist you with helping us evaluate the performance of our interns. The profile is broken down into five major performance categories. On the attached form evaluate only those items that apply.

A. Professional Orientation
   1. Did the intern demonstrate a positive professional perspective through:
      a. Their personality, attitude and stable nature?
      b. The goals and objectives they attempted to accomplish?
      c. Innovative and developmental opportunities they were willing to undertake?
   2. Was the intern principle oriented (e.g., demonstrate integrity, honesty, quality service, responsibility, accountability)?
   3. In practice was the intern dependable, punctual, productive, customer/client/patient service driven and presentable in his/her attire and appearance?

B. Human Relations
   1. Did the intern demonstrate desirable interpersonal skills through their teamwork, leadership, coachable nature, mature and friendly interaction as well as enthusiastic and energetic attitude?
   2. Was the intern’s counseling/patient interaction skill adequate (e.g., ability to listen, advise, relate, remain focused and demonstrate genuine concern)?

C. Communication and Computer Skills
   1. Was the intern effective in their oral communication (e.g., clear, concise, focused and relevant)?
   2. Was the written communication submitted by the intern of acceptable quality (e.g., content, grammar, error free, clinical documentation, medical terminology, SOAP notes)?
   3. Did the intern demonstrate adequate computer literacy? Was he/she capable of using word processing, database, spreadsheet and Internet applications/sources?

D. Professional Knowledge and Skill
   1. Was the intern conversant in areas such as: nutrition, aerobic conditioning, flexibility, resistive training’ health promotion, and therapy?
   2. How would you rate the skill or competency of the intern related to nutritional analysis, leading aerobic activities, performing as a personal trainer or coach, therapist?
   3. Was the intern technically competent? How well did they operate/manage media, exercise, assessment, and therapy equipment?

E. Facilitation and Resource Management
   1. How effective was the intern in facilitating and teaching? Was he/she a capable planner, organizer, manager, instructor/guide and evaluator?
   2. How effective was the intern in program and resource management? Did he/she plan, organize, implement and evaluate effectively? Were the intern’s budgeting, marketing and sales skills acceptable?

Your evaluation and feedback is vital to the continued development of both the intern and our program. Thank you for providing this internship opportunity to our student.

Respectfully

Molly Smith, Professor and Coordinator
Human Performance Management and Related Bachelor of Integrated Study Internships
801-626-7361
**INTERNSHIP PERFORMANCE EVALUATION PROFILE -- SAMPLE**

Developed 3 February 1999  
Revised: 13 August 2012

<table>
<thead>
<tr>
<th>Profile of</th>
<th>Your Name</th>
<th>ID# W00000000</th>
<th>Term</th>
<th>Autumn</th>
<th>Year 2012</th>
<th>Date 27 November 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACTORS/COMPONENTS</td>
<td></td>
<td>Standard Performance Scale (Weighted)</td>
<td>E</td>
<td>D</td>
<td>C</td>
<td>B</td>
</tr>
<tr>
<td>[Note: NO = Not Observed, blank or NA = Not Applicable]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Professional Orientation</td>
<td></td>
<td>0 1 2 3 4 X</td>
<td>5</td>
<td>Very positive in this area. Didn’t have the opportunity to visit about goals and objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Human Relations</td>
<td></td>
<td>0 2 3 4 5 6 7 8 X 9 10</td>
<td>Great work ethic. Work on getting to your obligations on time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Communication &amp; Computer Skills</td>
<td></td>
<td>0 1 2 3 X</td>
<td>5</td>
<td>Great interpersonal skills. Created a positive atmosphere in meetings and when working with clients.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Professional Development/Performance</td>
<td></td>
<td>0 2 3 4 5 6 7 8 X</td>
<td>Very conversant on topics related to personal training and group exercise.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Facilitation &amp; Resource Management</td>
<td></td>
<td>0 2 3 4 5 6 7 X 8 9 10</td>
<td>Excellent personal training background. Clients loved workouts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Program &amp; Resource Management</td>
<td></td>
<td>0 2 3 4 5 6 7 X 9 10</td>
<td>No opportunity provided.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OVERALL PERFORMANCE RATING**

| E | D | C | B | X | A | 100 Estimated Grade A- |

Evaluator’s Signature and Title

Molly Smith, Program Manager

Holly Smith, Program Manager
### INTERNETION PERFORMANCE EVALUATION PROFILE

**Developed 3 February 1999  Revised: 13 August 2012**

**Profile of__________________________________________**

**ID#_______________________**

**Term_____ Year_____ Date_________**

<table>
<thead>
<tr>
<th>FACTORS/COMPONENTS</th>
<th>Standard Performance Scale (Weighted)</th>
<th>Score</th>
<th>RATING COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Professional Orientation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. <strong>Perspective</strong>: Attitude/Personality[ ] Innovation[ ] Stability[ ] Development[ ] Goals &amp; Objectives[ ]</td>
<td>E 0 D 1 C 2 B 3 A 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. <strong>Principles</strong>: Responsibility/Accountability[ ] Integrity[ ] Service[ ] Quality/Excellence[ ]</td>
<td>E 0 D 1 C 2 B 3 A 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. <strong>Practice</strong>: Dependable[ ] Punctual[ ] Productive[ ] Appearance[ ] Work ethic[ ] Customer service[ ]</td>
<td>E 0 D 2 C 3 B 4 A 5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Human Relations</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. <strong>Interpersonal</strong>: Teamwork[ ] Leadership[ ] Mature[ ] Coachable[ ] Friendly[ ] Enthusiasm/Energetic[ ]</td>
<td>E 0 D 2 C 3 B 4 A 5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. <strong>Counseling/Patient Interaction</strong>: Listening ability[ ] Advising ability[ ] Relates to others[ ] Focus[ ] Genuine concern[ ] Energetic[ ] Enthusiastic[ ]</td>
<td>E 0 D 2 C 3 B 4 A 5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C. Communication &amp; Computer Skills</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. <strong>Oral</strong>: Clear[ ] Focused[ ] Relevant[ ]</td>
<td>E 0 D 1 C 2 B 3 A 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. <strong>Written</strong>: Content[ ] Grammar[ ] Freedom from errors[ ] Clinical Documentation: Medical terminology[ ] SOAP notes[ ] Clear, concise[ ] Accurate[ ]</td>
<td>E 0 D 1 C 2 B 3 A 4 5</td>
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<tr>
<td><strong>D. Professional Development/Performance</strong></td>
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<tr>
<td>1. <strong>Knowledge/Conversancy</strong>: Nutrition[ ] Flexibility[ ] Aerobic Conditioning[ ] Resistive Training[ ] Health Education/Promotion[ ] Therapy: Modalities[ ] Exercise Progression[ ] Testing Procedures[ ]</td>
<td>E 0 D 2 C 3 B 4 A 5 6 7 8 9 10</td>
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<tr>
<td>2. <strong>Skill/Competency</strong>: Nutrition Analysis[ ] Leading Aerobics[ ] Resistive Training[ ] Therapy: Modalities[ ] Exercise Progression[ ] Testing Procedures[ ]</td>
<td>E 0 D 2 C 3 B 4 A 5 6 7 8 9 10</td>
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<tr>
<td><strong>E. Facilitation &amp; Resource Management</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. <strong>Teaching/Facilitating</strong>: Plan/Organize[ ] Manage[ ] Instruct/Guide[ ] Evaluate[ ]</td>
<td>E 0 D 2 C 3 B 4 A 5 6 7 8 9 10</td>
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<tr>
<td>2. <strong>Program &amp; Resource Management</strong></td>
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<tr>
<td>Plan/Organize[ ] Implement[ ] Evaluate[ ] Budget[ ] Market[ ] Sales[ ]</td>
<td>E 0 D 2 C 3 B 4 A 5 6 7 8 9 10</td>
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</tbody>
</table>

**OVERALL PERFORMANCE RATING**

E 32 D C B A

/100 Estimated Grade_____
### Internship/Cooperative Work Performance Profile

**Developed 12 January 1999  Revised: 13 August 2012**

**Profile of**

<table>
<thead>
<tr>
<th>FACTORS/COMPONENTS</th>
<th>STANDARD WEIGHTED PERFORMANCE SCALE</th>
<th>ID#</th>
<th>Term</th>
<th>Year</th>
<th>Date</th>
</tr>
</thead>
</table>

#### A. Progress Reports

1. Consultation[ ] Performance Profile[ ]
   - Due / / / Conducted / / /
   - Score: 0 2 3 4 5 6 7 8 9 10
   - Rating Justification: Credit hrs[ ] Hrs/wk[ ] Total hrs[ ] Internship

2. Agreement[ ] Weekly Schedule[ ]
   - Due / / / Submitted / / /
   - Score: 0 2 3 4 5 6 7 8 9 10
   - Rating Justification: Supervisor

3. Initial Impresson Report
   - Due / / / Submitted / / /
   - Score: 0 2 3 4 5 6 7 8 9 10
   - Rating Justification: Work Environment[ ] Supervisors/Colleagues[ ]

4. Internship Description Report
   - Due / / / Submitted / / /
   - Score: 0 2 3 4 5 6 7 8 9 10
   - Rating Justification: Areas of Responsibility[ ] Assigned Duties and Tasks[ ]

5. Expectations Report
   - Due / / / Submitted / / /
   - Score: 0 2 3 4 5 6 7 8 9 10
   - Rating Justification: Orientation[ ] Human Relations[ ] Communication[ ]

#### B. Status Report[ ] Activity Log[ ]

1. Midterm Status Report
   - Content (25) Quality (10) Format (5)
   - Due / / / Submitted / / /
   - Score: 0 2 3 4 5 6 7 8 9 10
   - Rating Justification: Duties & Responsibilities[ ] Professional Orientation/Service[ ]

#### C. Supervisor Assessment[ ] Letter[ ]

1. Orientation: Perspective[ ]
   - Principles[ ] Practice[ ]
   - Score: 0 11 12 19 20 27 28 35 36 40
   - Rating Justification: Attitude[ ] Innovation[ ] Stability[ ] Development[ ] Goals[ ]

2. Human Relations: Interpersonal[ ]
   - Counseling[ ] Patient Interaction[ ]
   - Score: 0 11 12 19 20 27 28 35 36 40
   - Rating Justification: Teamwork[ ] Leadership[ ] Coachable[ ] Mature[ ] Friendly[ ] Enthusiasm[ ]

3. Communication & Computer Skills:
   - Oral[ ] Written[ ]
   - Clinical Documentation[ ] Computer[ ]
   - Score: 0 8 9 14 15 20 21 26 27 30
   - Rating Justification: Oral: Clear/concise[ ] Focused[ ] Relevant[ ]

4. Professional Development/Performance
   - Conversancy[ ] Skill[ ] Technical[ ]
   - Clinical[ ]
   - Score: 0 14 15 24 25 34 35 44 45 50
   - Rating Justification: Nutrition[ ] Aerobics[ ] Resistive[ ] Flexibility[ ] Health Promotion[ ]

5. Facilitation & Resource Management:
   - Teach/Facilitate[ ] Manage[ ]
   - Score: 0 11 12 19 20 27 28 35 36 40
   - Rating Justification: Plan/Organize[ ] Managed[ ] Instruct/Guide[ ] Evaluate[ ]

#### D. Intern Eval[ ] Profile[ ] Log[ ]

Content (30) Quality (15) Format (5)
   - Due / / / Submitted / / /
   - Score: 0 14 15 24 25 34 35 44 45 50
   - Rating Justification: Evaluation Profile[ ] Evaluation Narrative[ ] Activity Log[ ]

**Overall Performance Rating**

<table>
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<tr>
<th>E</th>
<th>D</th>
<th>C</th>
<th>B</th>
<th>A</th>
<th>/340 Estimated Grade</th>
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</table>


33
As a student of Weber State University within the Department of Health Promotion and Human Performance, I, ___________________________________________________________ (Full Name), commit to an internship/project with ___________________________________________________ (Name of Organization, Institution, Company) located at _____________________________________________________________________ (Address, City, State, Zip Code) has consented to be my supervisor. (Site Supervisor’s Full Name) The internship/project will begin __________________ and end _______________ (Month, Date, Year) (Month, Date, Year), for a total of _______________ weeks. I am contracting to work ______________ hours per week, for a total of _______________ hours. My enrollment in ____________ for ______ semester hours will be during _______________________. My student ID# is __________________________. (Number) (Course Number) (Credits) (Term, Year)

During the internship/project I will be expected to:

1. Be registered as a student pursuing a declared major within the Health Promotion and Human Performance Department.
2. Comply with the department’s minimum internship/project contact hours/credit hours requirement (4 contact hours/week/1 semester credit hour).
3. Comply with all policies and procedures and guidelines outlined by my intern supervisor (employer) and university intern director or project director.
4. Meet all university and department requirements and assignments associated with this internship/project.
5. Perform in a professional manner while performing my duties and completing assignments associated with the internship.

Note: Assurance of General Liability Insurance for WSU interns and senior project students can be provided upon request. Students are responsible for providing assurance of their Professional Liability Insurance as well as Health Insurance upon request.

______________________________________________________ __________________ (Student Signature) (Date)

Cell/Home(____ - ____ - ______) Business(____ - ____ - ______) E-mail(_________________________)

______________________________________________________ __________________ (University Director Signature) (Date)

Cell/Home( 801 – 510 – 9772 ) Business( 801 – 626 – 7361 ) E-mail(mmsmith1@weber.edu)

______________________________________________________ __________________ (Site/Project Supervisor Signature) (Date)

Cell/Home(____ - ____ - ______) Business(____ - ____ - ______) E-mail(_________________________)
WEBER STATE UNIVERSITY
HUMAN PERFORMANCE MANAGEMENT AND RELATED BACHELOR OF INTEGRATED STUDIES
PROPOSED INTERNSHIP EVALUATION
Developed 28 October 2009 Revised: 1 November 2009

Student ___________________________ Site ___________________________ Supervisor ___________________________

Student WSU e-mail ___________________________ W# __________ Phone __________ Date __________

Rate the potential of your proposed internship by circling each rating label selected. Leave blank if no rating can be made.

<table>
<thead>
<tr>
<th>Internship Evaluation</th>
<th>Rating Values/Labels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td>1. Internship experiences would enhance future employment elsewhere</td>
<td>None</td>
</tr>
<tr>
<td>2. Potential breadth of skill development and application / Areas of responsibility</td>
<td>Little</td>
</tr>
<tr>
<td>3. Potential contribution to your professional development and career goals</td>
<td>None</td>
</tr>
<tr>
<td>4. The relationship between your program of study and the proposed internship is</td>
<td>Very Weak</td>
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<tr>
<td>5. Initial impression of supervisor(s) potential working compatibility with you</td>
<td>Unsure</td>
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<tr>
<td>6. Company/Corporation/Organization size (potential network)</td>
<td>Local</td>
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<tr>
<td>7. Approximate number of employees</td>
<td>1-5</td>
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<tr>
<td>8. How have previous interns rated the quality of this</td>
<td>Very Poor</td>
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<tr>
<td>9. Potential for employment with company or organization</td>
<td>None</td>
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<tr>
<td>10. Overall evaluation of proposed internship</td>
<td>Very Poor</td>
</tr>
</tbody>
</table>

2. Internship, class schedule and personal time compatibility. – Attach a tentative schedule (classes, study time, personal, internship, work):

3. Attach a resume or brief list of credential (professional degrees, licenses, experiences, certificates) that qualifies your supervisor to evaluate your performance as an intern.

4. Attach a brief statement outlining how your major/minor has prepared you for the proposed internship.

5. Based on your ratings and additional insight you have about the proposed internship, attach a brief justification of the potential career benefits this internship might provide (e.g. additional training, knowledge, skill, employment opportunity, recommendations).
**Weekly Schedule Form**

Name: _________________________________________________________________  Term/Date: _________ / _________

Current mailing address ______________________________________________________________________________________

(Street)  (City)  (State)  (Zip Code)

Site: _______________________________ Site Supervisor:__________________________________________

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