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The University of Georgia

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COLLEGE OF PUBLIC HEALTH

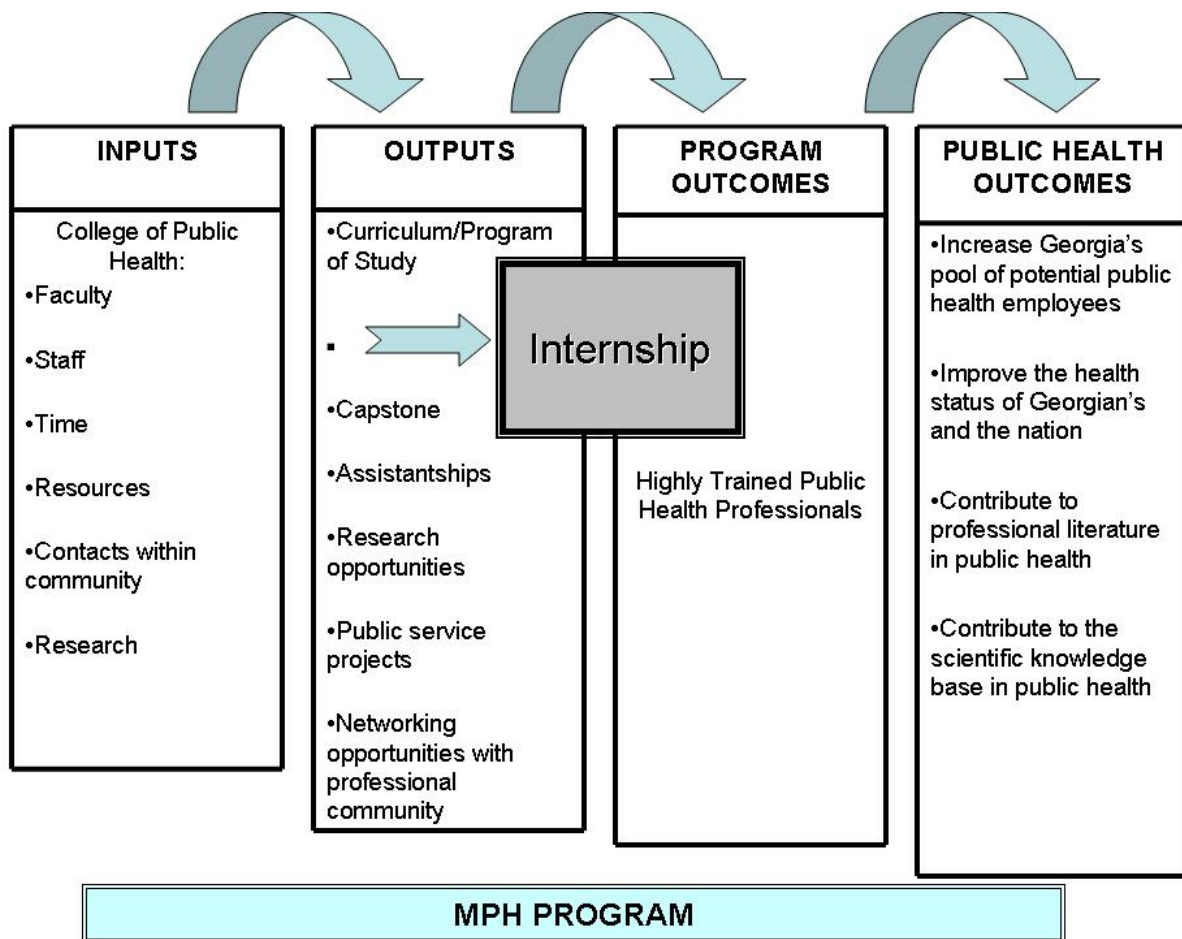
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**MPH INTERNSHIP PROGRAM**  
**STUDENT HANDBOOK 2007-2008**

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# RATIONALE OF THE MPH INTERNSHIP EXPERIENCE



Practical knowledge and skills are essential to successful practice as public health professionals. As professional degree students, you will have the opportunity to develop skills in basic public health concepts and demonstrate the application of these concepts through an internship experience that is relevant to your area of concentration. The internship in the MPH program is one phase, and arguably the most important part, of the total pre-service training program. The two parts, the program of study and the internship experience, are designed to contribute to the basic objective of providing

opportunities for the student to develop the competencies and skills necessary to assume professional responsibilities in the internships of public health.

Internship experiences can take place in a variety of agencies or organizations and should include local and state public health agencies to the extent possible. A vital part of your internship experience will be finding a qualified site supervisor who is a public health professional. You will work closely with your site supervisor to plan an internship experience that is mutually beneficial to you and to the site. You will work with the MPH Internship Coordinator to develop well-defined learning objectives to be accomplished during your experience. You will have the opportunity to evaluate your internship experience and in turn, the site supervisor will have the opportunity to evaluate your quality of work.

The internship experience is required of all students. Waivers will not be granted for the internship requirement. You will complete a total of 300 contact hours for your internship. The internship experience must contribute to the student's goals for professional growth. These goals must be clearly perceived and consciously striven for by both student and supervisor.

Effective internship training principles must be followed to insure sound educational experiences. The following principles are starting points for planning sound internship training. In choosing a site, please keep these principles in mind. With each principle, ask the question "can this site provide me with this?"

1. Internship training for an individual student must be planned in terms of his/her abilities, and needs and interests as an integral part of the total training experiences in which he/she is participating;
2. The student must be an active participant in planning his/her internship training experience making sure that their projects and activities are a quality contribution to the agency;

3. The experiences offered the student should meet real needs of the agency in their particular mission, goals and objectives. If at all possible, the student should be given the opportunity to function as a full-fledged staff member;
4. The internship experience should be so designed that the student has an opportunity for responsible participation in a significant project common to the activities of public health professionals. The resources available must be adequate for this purpose;
5. Internship training must be under the guidance and supervision of an individual who is able to make a learning experience out of a work situation and who is professionally competent in the student's area of specialization;
6. The agency provides experiential learning to improve student competencies;
7. Evaluation of the internship experience must be in terms of:
  - a. the student's growth in understandings and abilities needed in situations faced by public health professionals;
  - b. the student's contributions to the agency's program.

## GENERAL INFORMATION ABOUT THE INTERNSHIP EXPERIENCE

1. The internship experience is a requirement for all Masters of Public Health students who have not had equivalent experience prior to the start of their program of study.
2. In general, the student will arrange for the internship experience to be completed during one semester for six (6) credit hours, although in selected cases the internship experience may be completed during two semesters with the credit hours split each semester.
3. The student will be able to enroll in internship when they have: a) completed two semesters at UGA, b) completed 18 hours of coursework and c) received approval from their academic advisor.
4. The internship experience may be taken any semester including Summer Session.

## GENERAL GOALS OF THE INTERNSHIP EXPERIENCE

The student should be able to:

1. Develop an understanding of the structure and functions of the participating public health agency;
2. Learn to function effectively in a work environment with existing staff members and administrators;
3. Develop a internship experience project which is consistent with the goals and objectives of the host agency and with the learning objectives set forth by the student;
4. Gain an understanding of the process of multi-program coordination;
5. Utilize basic related applied research and data gathering techniques as they apply to public health

## RESPONSIBILITIES

### ***MPH INTERNSHIP COORDINATOR RESPONSIBILITIES***

MPH Internship Coordinator will:

- a. Assist the student in finding a suitable internship site of their choice,
- b. Insure the student is being placed in a appropriate site,
- c. Prepare and route the Memorandum of Understanding (MOU) from site to UGA Legal Affairs Office,
- d. Approve the internship proposal,
- e. Clear the student to register for the internship after MOU has been executed,
- f. Supervise the internship,
- g. Maintain a tracking system of the internship sites and student performance, and
- h. Grade the internship.

NOTE: The MOU routing process can require up to 2 months. Students can request an MOU, even if they later decide to do the internship at another location. One MOU is required per site per year. Some sites may have standing MOUs for longer than one year.

## **RESPONSIBILITIES FOR THE STUDENT**

A. **Internship Proposal.** Students will complete the *MPH Internship Proposal Form* (SEE ATTACHED and in WebCT). In this form, the student will:

1. describe the site,
2. identify three to five MPH competencies that the internship will cover and define related learning objectives, and
3. describe the projects and activities that the student will accomplish at the site to achieve those objectives.

B. **Internship Approval.** The *MPH Internship Approval Form* (SEE ATTACHED, and on WebCT) must be signed and approved before the MPH Program Coordinator clears the student for registration. The *MPH Internship Approval Form* must be approved by:

1. site supervisor,
2. Academic Advisor
3. MPH Internship Coordinator

C. **Records Release and Applied Learning Experience Forms.** Students must complete and sign these two forms before entering into the internship site per the University MOU paperwork. These forms are on WebCT.

D. **Deadlines.** The deadline for submitting the *MPH Internship Proposal Form* is the midpoint of the semester before entering into the internship. Students should check for the “Midpoint Withdrawal Deadline” in the graduate school calendar for the specific day for each semester (<http://www.uga.edu/gradschool/academics/calendars.html>). Because processing the MOU can take up to 8 weeks, proposals submitted after this deadline may not be cleared on time for students to start their internship.

E. **Evaluations.** Students must insure that several evaluation components are met. The student will download the forms from WebCT and give to the site supervisor for completion or complete on their own. At the end of the internship, the student will write a final report.

- a. *Midterm Evaluation of the Student Intern* (completed by supervisor by midterm of the semester)
- b. *Final Evaluation of the Student Intern* (completed by supervisor by last day of class of the semester)
- c. *Final Internship Report and Poster* (paper and poster completed by student by last day of class of the semester). Please see the section “**Grading of the Internship**” for details.
- d. *Exit Evaluations.* Please see ‘E’ of section “**Grading of the Internship**”.

<b>Two Semesters Before</b>	<b>Semester Before</b>	<b>During Internship</b>
<p>Intern Interviews</p> <p>Intern Selection</p>	<p>Intern Selection</p> <p>Internship Proposal and Approval Documents (Midpoint of semester)</p> <p>MOU Agreement</p>	<p>Midpoint Evaluation</p> <p>Final Evaluation</p> <p>Poster Presentation</p>

## **SITE SUPERVISOR RESPONSIBILITIES**

- A. Meet and interview students as potential internship experience interns and discuss specific possibilities for their internship experience and related on-site projects.
- B. If the student is selected as an intern, negotiate with the student a proposal for an acceptable internship experience. This proposal form is to be completed by the student and signed by the site supervisor. The student will submit the proposal with appropriate learning objectives to the MPH Internship Coordinator for final approval. The proposal should be as specific as possible as to the nature of the interns' expected work, weekly hours, etc. This proposal form must be submitted to the MPH Internship Coordinator by the midpoint of the previous semester and approved by the Internship Experience Coordinator before the student may begin the internship experience. **Students are required to spend a minimum of 300 hours total at the internship experience site.**
- C. Arrange for office or work space for the student.
- D. Provide a structured orientation period at the beginning of the internship experience.
- E. Be available, on an appointment basis if necessary, to provide guidance to the student on specific issues. Meeting with the student regularly to discuss progress, problems, and insights will benefit the student in his/her practical learning process.
- F. Contact the Internship Experience Coordinator if, for some reason that cannot be resolved, it is felt the student should not continue the internship experience.
- G. Complete all evaluations for the student's record including:
  - 1. the midterm evaluation (student will provide)
  - 2. the final evaluation form (student will provide)

## GRADING OF THE INTERNSHIP

A. **Supervision and Final Evaluation.** PBHL 7560 is graded Pass/Fail. The final evaluation will consist of:

1. Internship report. The final day of class, students will submit a comprehensive report of their internship (see WebCT for outline). At a minimum, the report must address how the student achieved the learning objectives and what is the public health relevance of the internship work. The report is due by the last day of class. Report should include the following:
  - Cover page (student name, site name, date, course number)
  - Site description (physical location and employees)
  - Competencies/Learning Objectives to be accomplished and rationale of how they were achieved
  - Reflection on lessons learned, public health implications of the projects completed by the student, any other important information related to the public's health.
2. Evaluations by the site supervisor
3. Poster

B. **Poster.** All students must present a summary of their internship in a poster at the MPH Poster Session during the official UGA Reading Day of their final semester (fall, spring, or summer). The poster must address the public health consequences, implications, or recommendations of the topic studied. The poster session is not graded, but participation is required for graduation.

C. **Electronic files.** MPH Internship Coordinator will keep an electronic file of the Internship Report, Evaluation of the Site Supervisor, and any other relevant documentation.

D. **Policy for students who fail their internship.** A student who fails the internship may have one more opportunity to do another internship. If the problem for failing the internship is serious, it may be a cause for dismissal from the program. The student who fails the internship will meet with their departmental advisor and with the MPH Internship Coordinator to discuss the causes of the failure and develop a plan of action. The plan of action may include taking additional courses, taking a semester off, completing the internship in a different site, etc.

A student may fail the internship several reasons, including:

- The student quits the job.
- The student is fired.
- The student does something illegal.
- The student does not do the required work.
- The student violates rules or policies of the internship site.
- The quality of the work is not acceptable.

E. **Exit Evaluation.** All students must complete three exit evaluations:

- *Overall evaluation of the MPH program.* This evaluation is anonymous, but the MPH Program Coordinator will check that the student drops the final evaluation in box designated for this purpose or has completed the online version of the evaluation.
- *Evaluation of internship.* This evaluation is not anonymous. The MPH program coordinator will collect these evaluations and give to the Department Internship Coordinator, after the grades are posted.
- *Evaluation of the site supervisor.* This evaluation is not anonymous. The MPH program coordinator will collect these evaluations and give to the Department Internship Coordinator.

## REFERENCES

### ***What is a Learning Objective?***

A learning objective is a statement of what students will be able to do when they have completed instruction. A learning objective has three major components:

1. A description of what the student will be able to do
2. The conditions under which the student will perform the task.
3. The criteria for evaluating student performance.

**Competency:** Planning effective health education programs.

*Learning Objective:* Recruit volunteers, community members and community organizations to participate in a focus group as a needs assessment tool for planning sexual violence prevention programs.

**Competency:** Apply epidemiologic methods to the measurement of disease rates.

*Learning Objective:* Compile and research data on disease rates (prevalence, incidence) of HIV/AIDS in at risk populations in 3 health districts.

## **GUIDELINES FOR POSTERS**

Internship students should begin to think about the nature, focus, and content of the poster right from the beginning. Thinking about the end product in advance can help focus the practicum learning objectives and activities. Students should discuss the development of the poster with the Departmental Faculty Practice Representative throughout the practicum. The following guidelines are offered to help create an excellent poster that will enhance the learning experience. **Poster printing costs \$30.00- checks made payable to UGA.**

- Please use **the poster printing machine located in the Dean's Office at the Coverdell Building.**
- Optional: Students may wish to have a hard copy of any products generated and/or "props" that will help to convey the message of the poster.

### **Helpful Hints for a building a successful poster with the HP Design Jet 500**

#### **1. Knowing your paper size.**

The HP Design Jet 500 Large Format Printer holds a roll of 42" paper. What this means for you, as the poster builder, is the height of your poster can never be any TALLER than 3.5 feet (or 42" inches). Also, knowing that the roll of paper is 42" tall means that if you build the height of your poster SHORTER than 42", you will have excess paper that will need to be trimmed from your poster. This is one of those cardinal rules. Knowing this rule and building your posters accordingly will save you a lot of time.

#### **2. Knowing your software programs**

Many software programs can be utilized when building a poster and many people find certain programs easier to use than others. Such programs include Microsoft PowerPoint, Publisher, and Adobe Illustrator. For ease of use (both in creation and printing process), we recommend using PowerPoint. If you choose to use another program, it is usually still printable. *(For reasons still unknown to us, Publisher tends to be particularly picky in how it sends the print job to the Design Jet, causing in most cases, the poster not wanting to print properly. In the many hours that we have tried to pinpoint the exact cause of the problem, we have still be unable to figure out exactly why it doesn't want to print correctly, only that after several attempts and adjusting of page settings, et al, it*

*eventually will print. For this reason, we recommend avoiding Publisher if at all possible)*

- a. **PowerPoint-** Choose a blank “slide”, go to “File”, “Page Setup” and set it to your desired poster dimensions. PowerPoint restricts its slide size to no larger than 56” inches. If you require your poster to be longer than 56 inches long, our recommendation is to build your poster at 50% of what you want your actual poster size to be. For example, if you want a poster that is 42”(remember rule #1.) x 60” under “Page Setup” set your page to 21”x 30” (i.e. 50%). This will allow you to increase your poster size proportionally when you go to print.
- b. **Adobe Products-** We have no real tricks for Adobe programs at this point, but suffice to say, you will still want to set up your page the size you want your poster to be.

### **3. Knowing your Poster Printer**

The Design Jet 500 has a pretty easy set of print driver that will allow you to select how you want your poster to print. Under the “Properties” button you will be able to do such things as set your custom paper size, rotate canvas, scale to fit and quality setting. Make sure that when you are ready to print, you change your page size from 8 ½ x 11 to “Edit Paper List”. A second box will pop up and there you will be able to set the paper to the size you want your poster to be. It is our recommendation that you set your print quality to Fast “draft”. This will increase the speed of your print job and decrease the amount of drying time and printing time. It will also decrease the amount of ink required.

### **4. Not all images are created equal**

JPEG, GIF, TIFF, BMP...the language of digital images. Most images will print just fine on your poster printer. However, images downloaded from websites generally will not. Because web images have to be formatted for the internet, reproducing them on a printer will usually turn out in fuzzy, pixilated result. For logos, we recommend TIFF files. This will produce the best looking print image. UGA logos can be downloaded at <http://www.uga.edu/identity/logo-print.html> (*note: you will need a program such as Stuff-It or Win-Zip to open the files.*) Pictures, if taken from the original source and not formatted for the internet, will usually be fine; JPEGs being the best bet. If you really want to know how something is going look when it prints to the Design Jet you should zoom in to about 200%-300%. If the image looks pixilated at 200%-300%, it will look pixilated when it is printed.

### **5. Stretching can be bad for you**

When you are laying out images on your posters, there is a trick to making your pictures larger without distorting the image itself. If you click on your image you will most likely size “dots” on each corner and at the center of

each edge of your image. You might be tempted to enlarge your picture by clicking on the dots and the center edges and “dragging” them to increase the size. This is not a good idea. When you click and drag from the center edge you will distort or “stretch” the image either horizontally or vertically. The effect is something similar to looking in a funhouse mirror. To properly increase an image size, ONLY use the dots at the corners of the image. By using the corner dots you will only increase the size proportionally and thus, will not distort the original image which will result in better reproduction quality.

#### **6. Textboxes: When less is more**

When you are in the process of laying out your poster, it may seem like a good idea to put each paragraph or header in an individual text box. It's not. You will be much happier when you need to adjust and align the text boxes on your page when you only have to move a few objects. Our advice is to envision how you want your information to flow on your poster and use as few text boxes as possible.

#### **7. To Justify or Not To Justify**

Continuity is the key to building a poster that will look aesthetically pleasing. This means trying to make sure all your headers are in the same font style and size. If you bold all your headers, bold them all. Try to use the same font style and sizes in all your all your textboxes. If you left justify the text in one text box, left justify the text in ALL your textboxes (*ok, we think you get the picture*).

#### **8. Style is in the eye of the beholder**

##### Poster Content:

The poster should contain the following information:

- 1) Title
- 2) Student name and academic department; PBHL 7560
- 3) Introduction/Background, including: name, location, brief description of organization
- 4) Objectives and goals (These *may* be the learning objectives outlined in the Internship Proposal; however, if the project is research-oriented, the goals may be different. The student has the freedom to choose what he/she would like to display to represent their experience).

5) Description of population served or program participants:

- Internship activities and rationale, including strategies employed to complete work (Again, depending on the nature of the practicum, the activities should focus on work done by the student, but may include a description of how the student's activities fit into a larger project.)
- Results, outcomes (for internships that are not research-oriented, The results may focus on key findings, lessons learned). If the student's project is not complete at the time of the poster presentation, provide preliminary or anticipated results.
- Discussion of meaning or context of findings
- Recommendations and insights about how the work could be advanced or what should be done with the findings to improve the health of the public.

\*\*\* There will be many posters on display during the poster session; students should think about how others will take notice and be drawn to it. The poster should tell a story, making points clear and simple with a logical flow. The idea is to attract the audience so that they will be able to learn something about the internship quickly (less than 2 minutes) and want to engage in conversation about it. Students should be prepared to present a brief (less than 1-2 minutes) summary of the poster for the viewing audience. Many people, rather than asking specific questions, may simply say, "So, tell me about your poster." Students should be prepared to say something brief and brilliant!

Poster Style:

No matter how wonderful the practicum experience and how brilliant the poster content, people will only learn from it if the material is presented effectively. **A poster is a visual medium.** The design should get the *main* points across easily, and to attract colleagues and engage them in conversation.

The overarching themes of all of these (and other sets of guidelines) are:

- *Organization*
- *Less is more*
- *Colors* - (Dark colors on a light background are easiest to read. Use a theme of 2-3 colors; avoid overly bright (neon) colors)

- *Graphics-* (Use graphics (simple charts, tables, graphs) and photos as appropriate)

### **9. The Proof is in the pudding**

Please, please, please...proof your poster. Proof it once. Proof it twice. Have a friend proof it. Have a professor proof. Whatever you do, make sure you have thoroughly proofed your poster. Those of us who actually print your poster may not be versed in the specific scientific terminology and/or applications you are trying to present. So, please...make sure all your betas look like betas and your chemical models all have the appropriate tags. When we get your poster to print we most likely will not be able to spot any typos.

As the title says, these are “Helpful Hints” to creating a poster. If you run into any problems or need more detailed assistance, please feel free to contact us!

Good luck and happy poster building,

#### **Millikan Educational Resources Center Staff**

Sarah Jones- E-mail: [sjones@rx.uga.edu](mailto:sjones@rx.uga.edu) Office: 706-542-4033

Russ Palmer- E-mail: [rpalmer@rx.uga.edu](mailto:rpalmer@rx.uga.edu) Office: 706-542-5296

# FORMS

The following pages contain all of the forms you will need in order to complete your internship experience. Please note that the forms have a second page. When you print them, make sure you print the entire form.

Internship Proposal Form.....20

Internship Approval Form.....21

Approval Form Signature Page.....22

Mid-term Evaluation Form.....23

Final Evaluation Form.....25



**UNIVERSITY OF GEORGIA - MASTER OF PUBLIC HEALTH**  
**INTERNSHIP PROPOSAL – PBHL 7560**

Semester of Internship:  Fall  Spring  Summer Year: 200\_\_ Credits: \_\_

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

Site: \_\_\_\_\_

**1. Site Description** (e.g., mission, location(s), programs offered, personnel employed, etc.)

**2. Learning Objectives.** Name three to five learning objectives for your internship. The learning objectives should be clearly linked to the *MPH Competencies Document*. For each one, explain in detail the duties or activities that will help you meet these objectives. NOTE: If significant changes in the learning objectives or task occur during the internship, they must be submitted in writing to the Dept. Internship Supervisor.



UNIVERSITY OF GEORGIA - Master of Public Health  
Internship Approval – PBHL 7560

Semester of Internship:  Fall  Spring  Summer Year: 200\_\_ Credits: \_\_

**STUDENT IDENTIFICATION**

Name:	_____
UGA ID (not SS#)	_____
E-mail:	_____
Home Address During Internship:	_____
Home Phone Number:	_____
Cell Phone Number:	_____

**SITE IDENTIFICATION**

Name of Organization:	_____
Type of Organization:	Non Profit      For Profit      Gov't      Hospital      Other
Site Street Address	_____
Site Mailing Address	_____
Name of Supervisor: <sup>1</sup>	_____
Title of Supervisor	_____
E-mail (Supervisor):	_____
Phone (Supervisor):	_____
FAX (Supervisor):	_____

\*\*\*\*\* The internship minimum requirement is 300 hours. \*\*\*\*\*

<sup>1</sup> If the supervisor changes during the course of the internship, the student must resubmit the proposal with new signatures.

**Signature Page**

My signature below indicates that I have discussed with the student the internship learning objectives and proposed tasks, and that I agree with the proposed learning objectives and related internship activities.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(SIGNATURE)

Site Supervisor approval: \_\_\_\_\_ Date: \_\_\_\_\_  
(SIGNATURE)

Academic Advisor approval: \_\_\_\_\_ Date: \_\_\_\_\_  
(SIGNATURE)

MPH Progr. Coordinator approval: \_\_\_\_\_ Date: \_\_\_\_\_  
(SIGNATURE)

Original internship forms will be kept at the College of Public Health Dean's Office:

MPH PROGRAM COORDINATOR  
Ashley Wells, MPH, CHES  
N 123 Paul D. Coverdell Center  
University of Georgia, Athens, GA 30602  
Phone: 706.583.0059 FAX: 706.542.6730 Email: [acwells@uga.edu](mailto:acwells@uga.edu)



**THE UNIVERSITY OF GEORGIA**  
**MPH PROGRAM- MIDTERM EVALUATION OF STUDENT INTERN**  
**PBHL7560**

Student/Intern Name: \_\_\_\_\_

Site Name/Address: \_\_\_\_\_

Site Supervisor Name and Title: \_\_\_\_\_

The rating by the site supervisor is very valuable to the student. It provides objective evaluation of the student's ability, characteristics and growth. Please rate your student intern by checking the appropriate box (es) that best reflects your opinion for each of the following categories.

**Attitude Towards Work**

- Very enthusiastic when given instructions
- Positive – willing to work with little or no supervision
- Average amount of interest (most of the time)
- Somewhat indifferent
- Requires frequent follow-up on duties

**Dependability**

- Is completely reliable in following instructions with little or no supervision
- Meets obligations with some supervision
- Requires careful supervision (average)
- Is unreliable even under close supervision

**Work Initiative**

- Does more than assigned work and works without supervision
- Does more than is assigned with supervision
- Does average amount of work
- Sometimes tries to avoid work
- Low production, unreliable

**Cooperation**

- Is a good team worker well accepted, tactful
- Works well with others
- Has difficulties working with others
- Is unfriendly, rude, hard to get along with

**Quality of Work the Intern Usually Produces**

- Excellent quality work
- Good quality work
- Average quality work
- Less than average quality work
- Almost all work is unacceptable

**Attendance and Punctuality**

- Never late or absent
- Very seldom late or absent
- Several times late or absent
- Attendance/punctuality was a problem

**OVERALL PERFORMANCE**

- Outstanding
- Very good
- Average
- Poor
- Marginal

Comments (attach extra page if needed):

Site Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

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



**THE UNIVERSITY OF GEORGIA**  
**MPH PROGRAM- FINAL STUDENT INTERN EVALUATION**  
**PBHL 7560**

Student/Intern Name: \_\_\_\_\_

Site Name/Address: \_\_\_\_\_

Site Supervisor Name and Title: \_\_\_\_\_

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- Poor
- Marginal

**Cooperation**

- Is a good team worker well accepted, tactful
- Works well with others
- Has difficulties working with others
- Is unfriendly, rude, hard to get along with

Comments (attach extra page if needed):

Site Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

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

Check here if you are interested in sponsoring another MPH student from UGA.