



**MULTNOMAH COUNTY HEALTH DEPARTMENT**  
**Environmental Health**

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**Workforce Development  
Post-Secondary Internship  
Program**



ENVIRONMENTAL HEALTH  
**Post-Secondary Internship Program**

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## Introduction

In an effort to stave off the effects of a retiring workforce and the impacts of limited curriculum in environmental health at the academic level, Multnomah County Environmental Health developed strategies to hire competent and qualified environmental health personnel. The development of an incoming Environmental Health Specialist workforce is a critical step to implementing quality environmental health and protection services by assuring an incoming stream of qualified people. The three-year CDC Capacity Building grant received in 2004 has provided the opportunity to improve workforce development by mobilizing educational partnerships with local academic institutions to develop environmental health internship and training opportunities. The internships are focused on training and educating students to peak their interest and better prepare them for the environmental health workforce. Collaborative activities include developing internship curriculum, matching students to internship opportunities and evaluating student performance. We are pleased to offer this product to other jurisdictions in an effort to promote environmental public health as a viable career.

### **Workforce Development Manual**

This manual illustrates the components necessary to develop and implement an environmental health post-secondary internship program. You can utilize some or all of the information and/or tools provided to develop a program on whatever scale you desire.

### **Post Secondary Internship Program**

Is an effective mechanism to prepare students for the environmental health workforce in whatever environmental health discipline(s) desired by the agency. The student will gain practical “on-the-job” skills and improve their ability to apply academic theory into workplace practice. Internships provide students with an outcome-based experience that prepares them for available environmental health jobs. Likewise, an internship program can provide public health agencies with an opportunity to stock future labor pool participants with a “tool box” of skills that will increase the likelihood they will succeed when hired into environmental health positions.

### **Workforce Development Challenges Facing Environmental Health**

- Between 40 percent and 50 percent of the environmental health workforce will be eligible to retire in the next five years.
- More than 90 percent of the current workforce has no formal degree in public health or environmental health.
- Decades of high turnover have resulted in a workforce that is inexperienced, inadequately trained, and in need of emerging leaders to fill leadership roles rapidly being vacated because of large numbers of retirements.
- Extensive emergency response training is needed for emerging threats, including natural and human-made disasters.



- Many environmental public health programs are severely understaffed and are continuously seeking competent environmental health practitioners.

Multnomah County Environmental Health hopes this manual is helpful as you strive to improve the environmental health workforce in your jurisdiction. As you use this manual, please take a few moments to fill out and return the evaluation form, so that we can continue to improve this tool for future users.



## Chapter

# 1

## The Evolution of Your Workforce Development Program

This CD provides step-by-step instructions and templates necessary to develop and implement a comprehensive workforce development program that can be easily integrated into any environmental health discipline. Multnomah County Environmental Health's workforce development program evolved over several years in several different phases, however, the program has provided immediate outcome-based benefits which have increased our ability to reduce environmental public health risk/exposure in the following ways: 1) Reduce number of mosquitoes that carry Eastern Equine Encephalitis and West Nile Virus. A Portland State University Community Health student researched the location of defunct mines in Multnomah County that are breeding habitats for a newly discovered mosquito species in Multnomah County. By locating these breeding sites, MCEH is able to conduct mosquito control efforts in these areas to reduce the number of mosquitoes who carry and possibly transmit these diseases to residents of Multnomah County; 2) Educate our local community about environmental health hazards of rats, mosquitoes, asthma triggers, lead poisoning, and West Nile Virus to reduce these public health risk/exposures. Four interns have assisted with curriculum research and educational resource development, providing MCEH with the capacity to conduct outreach to our community; 3) Lower risk of food borne illness. Four interns have conducted risk rating surveys with restaurant operators that will assist MCEH to change public policy to inspect restaurants based on menu complexity. By changing food safety laws, MCEH will be able to lower the incidents of food borne illness throughout the state of Oregon.

Since inception in September 2004, MCEH has conducted 9 internships. Two of the nine interns have been hired into open Environmental Health Specialist and/or Vector Control position. The internship provided them with appropriate environmental health skills, knowledge, and experience that enabled them to get hired within the organization and transition from student intern into permanent employees, thusly increasing our local environmental health workforce.

All the information and tools provided in this CD can be replicated in full or modified to develop a program of any scale. Whatever scale of program you chose to create, your program will go through an evolutionary process. We have described the steps that occurred as our program evolved from an abstract concept to viable operating program. As your own workforce development program evolves, you may have to go through some or all of the following steps: 1) assessment; 2) building capacity; 3) hiring and/or assigning qualified staff; 4) developing your program; 5) re-assessment/evaluation.



### **Step 1: ASSESSMENT-Agency Gap Analysis Using the 10 Essential Services Framework**

In 2002, facing ever-increasing demand for environmental health services in an era of government budget tightening, MCEH utilized a systems-based approach to improve environmental health problems, in order to maximize its limited resources to protect the public's health. We conducted a preliminary analysis of our service system to determine our current capacity and to find critical gaps in our services, so the agency could strategically make improvements in services. We examined our services in relation to the ten essential environmental health services developed by Carl Osaki, RS, MSPH from the University of Washington. The assessment revealed critical gaps in our ability to conduct food and vector surveillance, implement comprehensive community outreach, and mobilize partnerships to identify and solve EH problems, and assure a competent environmental workforce.

The following Essential Service table could be used as a template to complete your own assessment to determine if your agency could benefit from implementing a workforce development program in your jurisdiction. Essential Service #4 and #8 specifically refer to workforce development issues.



## 10 Essential Services of Environmental Health Gap Analysis Template

### Essential Service #1

#### Monitor health status to identify community EH problems

Standard: A systematic approach to collect and analyze data on Environmental Health hazards that puts a population at risk.

Indicator	Current Agency Capacity	Critical Gaps
<i>Does the local public health system have a system in place to assess environmental health threats?</i>		
<i>Does the local EH agency have a formal system in place to acquire community input?</i>		
<i>Do you have the ability to access information on health hazards and accurate assessment of risk?</i>		
<i>Can the EH department communicate to the community/population at risk?</i>		

### Essential Service #2

#### Diagnosing and investigating EH hazards and problems

Standard: There is the ability to investigate and diagnose from an environmental cause of contribution

Indicator	Current Capacity	Critical Gaps
<i>Do you have the authority and resources to investigate or analyze EH problems?</i>		
<i>Is 24/7 epidemiology capacity available?</i>		
<i>Is Lab and communicable disease surveillance capacity available to investigate potential problems?</i>		
<i>Do you have a memorandum of agreement with all the agencies involved in environmental health hazards/risks?</i>		
<i>Do you have a formal relationship with organizations that do similar work? (occupational, ecology etc.</i>		



**Essential Service #3 Informing, educating and empowering people about EH issues**

Standard: Mechanism exists to inform and educate the community and interested parties in Environmental Health issues and concerns

Indicator	Current Capacity	Critical Gaps
Does and EH advisory group exist?		
Do you have a system for rapid dissemination of information?		
Do you have connections with other agencies and staff to communicate relevant information?		
Does your staff have the skills/ability/competency to effectively communicate with different communities? (ethnic groups, tribes, gender, subcultures, belief systems, deer hunters?)		



**Essential Service #4**

**Mobilizing partnerships to identify and solve EH problems**

Standard: The jurisdiction actively works with community partners to address Environmental Health concerns and issues

Indicator	Current Capacity	Critical Gaps
<i>Are all the stakeholders/ interested parties identified?</i>		
Do you have a partnership with an academic organization/EH school?		
Do you have a guide/directory of community partners?		
Have the community groups you've educated/informed/outreached become partners?		

**Essential Service #5**

**Developing policies and plans that support EH efforts**

Standard: A process exists to define an issue, explore options, select a role for government and design a plan of action

Indicator	Current Capacity	Critical Gaps
Do you have a system in place to identify priorities?		
Do you know who EH policy makers are inside and outside your organization?		
Are there leaders, champions, the political will, local political organizations (local Board of Health) that support your work?		
Do you have access to policy makers?		
Do the decision-makers in the EH department receive training in policy?		



**Standard # 6**

**Enforcing laws and regulations that protect health and ensure safety**

Standard: Compliance with EH laws is accomplished by appropriately qualified personnel in a fair and expedient manner

Indicator	Current Capacity	Critical Gaps
Do you have a system in place for evaluating the effectiveness of laws, regulations, enforcement and compliance?		
Are your laws and regulations clear and understandable and interpretable? Are they reviewed regularly?		
Is there a process for you to bring forward to policy makers rules that are often not being complied with, etc.?		
Is there a system in place to get feedback from the regulated community?		
Is there a system to identify public/environmental health responsibilities in the event of health threats?		
Do you have access to legal advice/resources?		
Do you have a way to ensure consistency and standardization?		
Are rules evaluated routinely for validity and due process?		



**Essential Service #7**

**Linking people to needed EH services and assuring the provision of EH services when otherwise unavailable**

Standard: Do all citizens have equal access to environmental health services or referral as needed?

Indicator	Current Capacity	Critical Gaps
Are there assessed needs that are unmet identified and addressed?		
Are unmet needs catalogued and reasons for needs not being met identified? (i.e. barriers such as language, culture, resources)		
Does a mechanism exist to overcome unmet needs? Such as a process to mobilize community support, and engage and empower community in order to create political will. Or a process to address needs by identifying appropriate resources		
Is emergency contact available 24/7?		

**Essential Service #8**

**Assuring a competent EH workforce**

Standard: EH services and programs are delivered and managed by competent staff

Indicator	Current Capacity	Critical Gaps
Is there a level of academic/education, experiential and testing competencies that all staff meet that are appropriate for their responsibilities?		
Is there a standard for required competencies based on individual positions?		
Are there training plans for staff to improve the skills, knowledge and abilities needed for that position?		
Do you hire, recruit, retain, and promote a workforce that reflects the community?		



**Essential Service #9**

**Evaluating the effectiveness, accessibility and quality of EH services**

Standard: A system exists to continuously improve program services

Indicator	Current Capacity	Critical Gaps
Is there a process or system in place to measure/evaluate your program's effectiveness?		
Do you measure outcomes/performance standards?		
Is there a process for obtaining feedback from the effected/regulated community as to how effective your program is?		
Are changes made in response to the evaluations and feedback?		

**Essential Service # 10**

**Identification of new insights and innovative solutions to EH problems**

Standard: There is the ability to identify and pursue emerging issues through research or to apply innovation in the workplace

Indicator	Current Capacity	Critical Gaps
Is there a process/system to identify research needs?		
Do you know the resources available to you and your organization to meet these needs?		
Is there an awards program for innovative solutions?		
Do you feel you have the freedom to advance new ideas, make mistakes and admit failures?		
Do you have discretionary funds available to research or solve problems creatively?		
Do you have the capacity to seek funding, apply for grants, and identify partners for research?		



## **Step 2: Building capacity to develop a comprehensive workforce development program**

The assessment in step one will also help to identify areas where your agency may need and/or want to build capacity to implement a workforce development program. A workforce development program can be as extensive as your agency wants and/or needs it to be. The program can consist of one student and one mentor already employed within your agency or, can involve multiple interns and multiple staff responsible for coordinating and operating the program.

In MCEH's case, the assessment revealed that the agency desired to offer regular and continuous internships through a stable, sustainable program, but lacked the staffing capacity and funding to implement our ideal workforce development program. Environmental Health Specialists were operating at full capacity conducting inspections, and unable to dedicate their services to developing a comprehensive workforce development program. It was clear that MCEH needed to locate new revenue and resources to build the capacity to address these critical gaps. In lieu of hiring another Environmental Health Specialist, MCEH hired a Program Development Specialist Sr. with grant writing experience to work on building agency capacity. Over the next three years, MCEH applied and received the following new grants and resources to address the critical gaps identified in our assessment.

- 1) CDC 3-year \$300,000 Essential Services Capacity building grant;
- 2) Public Health Prevention Specialist position funded for two years by CDC;
- 3) HUD 3-year \$980,000 Healthy Home grant;
- 4) 1-year \$30,000 EPA Asthma Trigger Reduction grant;
- 5) 1 – year EPHT data tracking grant;
- 6) 1-year \$30,000 NACCHO Food Safety Education grant;
- 7) In partnership with DHS Lead Poisoning Prevention program EPA Lead grant EHS awarded \$20,000 to conduct lead outreach to the African Refugee population.

With this new revenue, MCEH was able to hire staff to coordinate the Workforce Development program and fund its operating costs. Depending upon the complexity of the workforce development program you want to offer, your agency may have to look for additional staffing and funding resources in order to implement an internship and/or K-12 environmental health educational program in your jurisdiction.

The following are some resources which may help you with your capacity building efforts.

- The Association of Environmental Health Academic Programs (AEHAP)
- Environmental Public Health Leadership Institute (EPHLI)
- Environmental Health Workforce Development Consortium
- Capacity-Building Projects [www.cdc.gov/nceh/CapacityBuilding/default.html/](http://www.cdc.gov/nceh/CapacityBuilding/default.html/)



- EHSB Information Resources
- Uniformed Services Environmental Health Public Health Career Initiative.
- National Environmental Health Association [www.neha.org](http://www.neha.org)
- National Association of County and City Health Officials
- American Public Health Association
- Federal grant opportunities [www.grants.gov](http://www.grants.gov)
- National Institute of Environmental Health Science [www.niehs.nih.gov](http://www.niehs.nih.gov)

### **Step 3: Hiring and/or assigning qualified staff**

With the addition of these new resources, especially the CDC 3-year Essential Services Capacity Building grant, MCEH was able to hire and/or fund two positions which were crucial to the development and implementation of our workforce development program: 1) Program Development Specialist Sr. position mentioned above and a full-time 2) Health Educator. These positions provided the staffing, development, and networking resources necessary to create and implement the program, without compromising the environmental health regulatory services provided by the agency.

It is important to keep in mind that if you are creating a workforce development program on a smaller scale, you may not need new staff positions to implement. Your workforce development program can consist of one intern and one mentor or be as comprehensive as what we developed. If your agency is going to utilize existing staff to coordinate and supervise interns, the individuals selected must have the time to coordinate the students and environmental health technical knowledge to guide them through their practical experience. Small steps that agencies take to improve the environmental health workforce will collectively help the workforce of tomorrow.

### **Step 4: Developing and implementing the workforce development program**

The following pages provide step-by-step instructions on how MCEH developed and implemented our workforce development program as a result of the work in steps 1 – 3 above. All of the processes, forms and suggestions are ones that can be modeled and/or individually tailored for your own public health agency to use in the development of your workforce development program. If you are implementing a smaller scale program, you can choose the processes, forms and suggestions that will be most beneficial to your program.

### **Step 5: Re-assessment: Gap Analysis of 2005:**

MCEH felt it was important to revisit the Essential Service gap analysis of 2002, to determine if their capacity building and development efforts were successful in filling the critical gaps identified during the 2002 analysis. After your workforce development program is fully operational, it may be beneficial to evaluate if you are meeting essential services #4 and #8 with the program that you developed.



Chapter

2

## Developing and Implementing An Environmental Health Post-Secondary Internship Program

### Characteristics of a Model Host Organization

In order for an internship program to be successful, it is imperative that the host organization provide a strong foundation for the program which includes the following characteristics (*Designing Environmental Internships A Guide for Successful Experiences April 1996*):

- Senior management in the host organization supports the concept of the organization offering an internship as a training opportunity for environmental health professions.
- The host organization has the ability to provide hands-on experience and develops activities/projects where student interns can apply scientific principles in environmental health practice.
- The host organization is willing and able to conduct the internship to complement the intern's degree program and meet academic institution standards.
- The host organization has clearly defined, tangible work to be accomplished by the student intern including specific responsibilities and performance expectations.
- The host organization is able to provide the resources for the internship including assigning the student to a mentor, student stipend or salary, supplies needed for the project/activity.
- The host organization is willing and able to involve interns directly in projects.
- The host organization is able to receive and support external works for short periods of time.
- Although it is not absolutely necessary, it can benefit the internship experience if the host organization is willing and able to provide financial support for a student intern and has support mechanisms in place prior to student's arrival.
- The host organization is willing to provide intern with information and guidance about environmental health career opportunities.
- The host organization has the resource and staffing capacity to develop and implement a solid internship infrastructure prior to student placement.

The following checklist will help you assess whether or not your organization will be able to develop and sustain a comprehensive environmental health internship program.



<b>MODEL HOST ORGANIZATION CHARACTERISTIC ASSESSMENT</b>	YES	NO
Senior management supports the concept of the organization offering an internship as a training opportunity for environmental health professions.		
The organization has the ability to provide hands-on experience and can provide activities/projects where student interns can apply scientific principles in environmental health practice.		
The organization is willing and able to conduct the internship to complement the intern's degree program and meet academic institution standards.		
The host organization has clearly defined, tangible work to be accomplished by the student intern including specific responsibilities and performance expectations.		
The organization is able to provide the resources for the internship including assigning the student to a mentor, student stipend or salary, supplies needed for the project/activity.		
The organization is willing and able to involve interns directly in projects.		
The organization is able to receive and support external works for short periods of time.		
The organization is willing to provide intern with information and guidance about environmental health career opportunities.		
The organization has the resource and staffing capacity to develop and implement a solid internship infrastructure prior to student placement.		
<b>HELPFUL BUT NOT REQUIRED</b>		
The organization is willing and able to provide financial support for a student intern and has support mechanisms in place prior to student's arrival.		



## **Building Necessary Partnerships**

A key component to build an effective internship program is to develop ongoing partnerships with local academic institutions. Whether you develop a small program with a simple structure or a program that has a complex structure such as MCEH, your program must embrace the philosophy that the university/college, student and public health agency are mutual partners. A strong partnership will enable the internship program to provide students with a health outcome-based experience that integrates academic theory and environmental health skill practice into effective learning. The academic institution and the public health agency need to have an equal level of commitment in order for the internship program to succeed and the partnership must exist at every phase of implementation including:

- **Preparing students for their internship experience:**

*Academic Institution role:* Teaching the student environmental health or science theory in the classroom that will allow them to develop environmental health skills through practical application at the worksite. During their college experience, the school will: 1) teach the student how to learn; 2) massage their desire to put their knowledge to use in practice; and 3) nurture their commitment and enthusiasm that will fuel them through their internship experience.

*Public Health Agency role:* It is essential for the Public Health Agency to collaborate with academic programs to: 1) ensure the college/university incorporates environmental health curriculum into academic programs; 2) teach students about environmental health career opportunities that can be explored through a structured internship experience so they can make informed career choices; and 3) assess students skills, skill gaps, experiences and career knowledge before internship placement to ensure their internship is beneficial and successful.

- **Recruitment of students into the internship program:**

*Academic institution role:* Academic staff including: professors, adjunct professors, Deans, and academic counselors need to be committed to informing students about public health internship opportunities and recruiting students into the internship program on a regular basis. Internship advisors should develop internship opportunities through contacts in research, practice and service activities with public health agencies. They also should assist students in identifying appropriate internship sites. Classroom professors should provide their students with internship informational resources that the public health agency provides.



*Public Health Agency Role:* The public health agency will need to develop internship marketing tools such as business cards, brochures, fliers and application packet. The public health agency should request academia to post internship information on university websites, list serves, job placement boards, in career center offices and other recruiting venues.

- **Mentoring/supervising students throughout their internship:**

*Academic institution role:* The academic institution will ensure that the internship is complimenting the student's academic classroom work throughout the duration of the internship. If not, the institution should initiate correspondence with the public health agency to modify the internship accordingly. The academic advisor should meet with the student regularly throughout the internship period. The advisor will be responsible for reviewing the internship application, signing the learning contract (internship agreement form), discussing internship issues with the worksite supervisor, reviewing the student evaluation form with the student and discussing future career options for the student.

*Public health agency role:* The public health agency needs to ensure that mentors are available who have the skills and ability to monitor and guide the student through the internship experience. The mentor/supervisor chosen must achieve a specified level of experience and technical competency in his or her environmental specialty that enables them to provide technical guidance to the student. The mentor/supervisor must be willing and able to

- provide the intern with hands-on experience designed to increase professional competence;
- commit designated time periods (specific number of hours per day or week) to work with interns;
- demonstrate understanding of the structure, organization, goals and objects of the agency as well as the internship program;
- provide feedback to the student about his or her work on a daily basis as well as during final evaluation.

The mentor/supervisor will review the internship application, sign the internship agreement form and ensure that the contract is fulfilled. They will also provide an orientation for the student upon beginning the internship experience. They will supervise the student throughout the experience and confer with the student's internship advisor as necessary. They will complete a student evaluation form and consult with the academic advisor on the student's performance.

- **Evaluation of the internship:**

*Academic Institution role:*



At the completion of the student's internship experience, the academic institution will collect data from the student to evaluate if the internship experience provided the student with a good overall learning experience. Additionally, they will evaluate if the student received adequate supervision and if the student will recommend the internship to other students.

*Public health agency role:*

The public health agency will collect data from the student to evaluate 1) if the experience provided the student with a realistic view of what working in the environmental health field is like; 2) if the student has a better understanding of how to apply concepts, theories and skills learned in the classroom in work practice; and 3) if the experience better prepared them to enter the workforce.

- **Marketing the internship program for sustainability**

*Academic Institution role:* As curriculum and degree programs are assessed through the accreditation process, academic advisors will need to advocate that 1) internship programs enhances: student learning, the community, future workforce and accreditation status. The institution must be committed to market the internship program on their websites, list serves, job placement boards, in career offices and in the classroom.

*Public Health Agency Role:* The public health agency will need to develop and implement an ongoing marketing plan to increase the visibility of the internship program locally as well as across the nation.

**Local Partnership Sources:**

**Public/private universities with the following degree programs:**

Community Health  
Environmental Health  
Environmental Science  
General Science  
Life Science  
Community Health Nursing  
Master of Public Health  
Master of Public Administration  
Liberal Arts

**Local Community Colleges**



## Types of Internships

### POST SECONDARY INTERNSHIPS

The post secondary internship provides students who are attending undergraduate, graduate and/or vocational/community college post high school with an outcome-based experience that integrates academic theory and environmental health skill practice into effective learning. The internship is tailored to the student’s existing skills, skill gaps, experience, and career aspirations. There are three basic types of post secondary internships, which can be tailored to the individual student’s academic and career needs: project-based internship, observational internship, focused skill-based training. The public health agency can pick and chose the type of internship they would like to offer.

**Project-based Internship:** A project-based internship is an interactive experience that allows the student to observe, practice and use the academic theory learned in the classroom on real work projects. Ideally this type of internship is most successful if the internship is 1 – 3 months in length because it allows enough time for the student to become oriented to the worksite, learn about the project he/she will work on, produce tangible project outcomes and outputs, and receive project feedback. Some of general concepts the student will learn and practice are:

<b>General Internship Concepts (student will participate in a project(s) that will teach them):</b>
Communication skills to effectively work with the general public, governmental agencies, community-based organizations, businesses, and other job related contacts.
Problem solving skills to learn how to apply ideas and academic theory to meet desired outcomes.
Analytical skills to learn how environmental health services are developed and implemented based on relevant, measurable data.
Organizational skills necessary to work on multiple tasks and ideas simultaneously so that deadlines are met.
Interpersonal skills to work collaboratively with fellow employees and management.
Academic environmental health theories to increase understanding of how such concepts apply to real life situations.
<b>Specific Environmental Health Concepts:</b>
Environmental Health and vector health risks and how MCEH works to minimize risks and protect public health.
Ability to describe the role of environmental public health.
Understand the role of regulation in a social justice environment (social justice environment is comprised of people, community, culture, prevention and intervention).
An individualized internship will be designed to expose the student to office work and field work that will fulfill their interest, help support their career aspirations, and supplement the general internship concepts learned above.



The mentor/supervisor will have a critical role in ensuring the student achieves the end products which are desired from the project.

**Observational Internship:** An observational internship is one in which the student shadows workers in the worksite and absorbs information by listening and watching what occurs. In an observational internship, the student does not produce tangible products (outputs) from their experience. The duration of an observational internship can be for any length of time, but typically they are the most successful if they are kept to 1-5 days because the student and the intern tend to become disinterested if the observational internship is longer than 5 days.

**Focused skill-based training:** The sole purpose of a focused, skill-based training internship is to teach a desired skill in 1-2 days. MCEH offered these types of internships to colleagues from partnering agencies instead of college students. During this type of internship, the intern is exposed to a much narrower scope of environmental health information. Once the skill is learned, the internship is concluded. Some examples of skill-based training internships are:

- Teaching an intern to use vector surveillance microscope
- Teaching an intern how to perform a rat inspection
- Teaching an intern how to trap mosquitoes

The public health agency will need to determine which of the three types of internships (project-based, observational or focused skill-based training) the agency will be able to support with appropriate staffing and skill expertise.



## **Program Staffing:**

In order to develop and implement an effective internship program, the public health agency will need staffing resources to support: 1) program planning and systems development; 2) mentoring/supervising of interns; and 3) marketing the internship program. It will be up to the agency to determine if some or all of these functions can be performed by one or multiple people within the agency.

### **1) Program Planning and Systems Development:**

Developing and implementing an internship program requires time and commitment. Students will benefit the most from an internship program that is thoughtfully planned, organized, and provides a structure that will maximize the student's ability to learn about environmental health and applicable job skills.

Program planning will include planning and developing the following components:

- Application process
- Screening/matching process
- Orientation process
- Supervision/mentorship system
- Internship forms
- Internship evaluation

### **2) Internship Mentors/Supervisors:**

Once interns are placed at your public health agency worksite, they will need regular mentoring and/or supervision to make sure they are learning appropriate concepts and skills. Internship oversight needs to be provided so the intern will be able to successfully complete projects and learn the concepts and skills that the internship was designed to provide them.

The public health agency will need to appoint a staff member(s) to serve as mentor/supervisor of the intern. This person must have the experience and skills necessary to plan the projects the student will work on and provide technical assistance to the intern while they complete their internship project(s). If the internship is an observational experience, the mentor/supervisor will need to ensure the student has access to field work, meetings, and daily work that will expose the student to information and concepts the student desires to learn.

The mentor/supervisor will be responsible for: 1) orienting the student to the agency and projects they will work on; 2) developing an orientation schedule and work plan which details activities the student will perform; 3) be available to answer questions, provide recommendations and feedback which will assist the student to achieve project outcomes



and outputs; 4) introduce the student to agency staff and personnel; 5) correspond with the student's academic advisor when needed; and 6) evaluate the student.

### **3) Marketing the Program:**

Marketing is a critical component of creating a successful internship program. Marketing will ensure: 1) commitment to the academic institution and public health agency partnership; 2) steady flow of students into the program; 3) program visibility and credibility as a comprehensive learning opportunity for students that will benefit the environmental health workforce. The public health agency will need to market the program to universities so that they incorporate internships into their curriculum, and the university will need to market the program to a broad spectrum of undergraduate and graduate programs to spark environmental health interest amongst a larger pool of students.

**Marketing Plan:** A marketing plan can assist the agency to develop and implement the internship program using logical and effective methods. The marketing plan can help identify: 1) which colleges and universities to target and their appropriate contact information; 2) marketing activities and tools which will be utilized; 3) and timeline for marketing activities.

**Marketing Strategies:** Some of the marketing strategies to try are:

- Creating internship job descriptions
- Posting internship opportunities on university websites
- Posting internship opportunities on job boards
- Posting internship opportunities in career offices
- Word of mouth by university professors, deans of colleges, grad assistants
- Posting on university and student list-serves

The following is an internship program implementation plan, which includes a marketing component, which can be used as a template to create your own plan to develop, market and implement your internship program. MCEH provided some examples of goals, objectives that we used to develop our internship program. Your agency will need to identify your own goals, objectives and activities needed to create your own internship program.



## **WORKFORCE DEVELOPMENT PROGRAM IMPLEMENTATION PLAN TEMPLATE**

### **WORKFORCE DEVELOPMENT PROGRAM NARRATIVE:**

**Purpose/Goals of the Program:**

**Desired Outcomes:**

- Long-term objectives:
  
  
- Short-term Objectives:
  
  
- Outputs:

**Implementation Timeline:**











**Program Elements**

**1) Application Process:**

When the student contacts the agency to inquire about a possible internship, the first step is to provide them with an overview of the environmental health internship program and internship program application packet. The packet should include:

Document	Purpose
Cover letter	Introduces the internship program and the process for internship placement
Application	Identifies the student’s demographic information, internship interests and availability
Scope of Works for the types of internships the agency will offer (MCEH offered project-based internships in the following content areas: Health Education, Field-based, General)	Details the concepts and skills that will be learned on each of the three types of internships that MCEH offers
Student questionnaire	Identifies the intern’s skills and skill gaps at the start of internship placement. This documents helps match students to the right experience based on their skills, skill gaps and career interests
Faculty cover letter	Provides the academic institution and/or academic advisor with basic information about the internship program and the process for the student to get placed at the agency.
Internship agreement Form	Identifies the roles of the student, academic advisor and public health agency. All three parties sign the agreement form confirming their commitment to their respective roles.

Once the student receives the packet, the student is responsible for completing the internship application, student questionnaire and the agreement form which requires a signature from their academic advisor. When the completed documents are returned to the internship program coordinator, the coordinator will begin to screen and match the student to their ideal internship experience within the organization.



## **2) Screening and Matching Students to Internship Experiences:**

Screening and matching students to the appropriate internship is a critical component to ensuring the internship is a beneficial experience for both the student and the public health agency. Screening involves: 1) determining if the student truly has interest in the environmental health field; and 2) if an environmental health internship will compliment their academic study and provide them with applicable skills and knowledge that will assist them in their career pursuit post graduation. MCEH conducts such screening during an in-person informal interview with the student so the internship coordinator and the student can have an open ended dialogue about the student's coarse work at the university and future career desires. The internship coordinator uses the information discussed in the interview to determine if this student would benefit from placement at the agency. The student also has an opportunity to determine if they truly are interested in pursuing an environmental health internship with the agency. If both parties feel it is a good fit, then the information discussed is then used to develop a work plan for the student.

## **3) Scope of Work and Work Plans:**

### Scope of Work:

A scope of work is a document that identifies the types of concepts that will be learned during the internship. You can use the scope of work to create a work plan for the student, by using it to help you select appropriate activities that involve the learning concepts identified in the scope of work. In addition, you can use the scope of work as a tool to help you market your program to colleges and universities, because it provides the institution with a succinct, informative document that illustrates how the internship will benefit their students. A scope of work should be developed for each type (content area) of internship being offered at the agency. The following are three examples of internships scopes that MCEH developed and used: 1) Health Education; 2) Field-based; and 3) general.



## Environmental Health Education and Promotion Internship Track

<b>Concepts Students will Learn:</b>
<b>Orientation:</b>
Orientation to Multnomah County Health Department.
General Orientation to Multnomah County Environmental Health and the organizational structure: Food Safety program, Food Handler education, Lead Poisoning and Prevention program, Drinking water program, Communicable Disease Team, Vital Records, Grants and Contracts, Community Health Education.
General Orientation to Multnomah County Vector and Nuisance Control.
Introduction to Environmental Health.
Orientation to HIPPA (confidentiality policy).
Introduction to diversity in the workplace including cross-cultural communication and training in intercultural settings.
Orientation to staff and environment where internship will be located.
<b>Health Education:</b>
Ability to describe the role of Environmental Public Health.
Introduction to environmental health educational materials.
Determining target audiences and strategies for outreach and education.
How to alter/develop educational materials based on target populations needs.
Building partnerships with trusted community members, church leaders, civic organizations, neighborhood associations and other groups affiliated with target populations.
Developing evaluation tools to assess achievement of trainings and outreach activities.
Develop PowerPoint presentation and other community collateral for health promotion activities.
Delivering health education presentations and health promotion activities about Multnomah County Environmental Health programs and services to target populations.
Gathering and analyzing demographic and cultural information about target populations.
Understand the role of regulation in a social justice environment (social justice environment is comprised of people, community, culture, prevention and intervention).
Evaluating health education activities.
<b>Employment / Professional Skills:</b>
The student will be provided opportunities and projects to develop the following employment skills: Communication skills to work effectively with general public, governmental agencies, community-based organizations, businesses; problem solving skills to learn how to apply ideas and academic theory to meet desired outcomes; analytical skills to learn how environmental health services are developed and implemented based on relevant, measurable data; organizational skills to work collaboratively with fellow employees and management; understanding how academic environmental health theories apply in real life.
<b>Evaluation of the Internship Experience:</b>
Student will evaluate the strengths and weaknesses of the internship experience.
MCEH staff will provide the student with a written evaluation of their performance during the internship so that they can use the feedback to improve performance in future jobs.



## Environmental Health Field-Based Internship Track

<b>Concepts Students will Learn:</b>
<b>Orientation:</b>
Orientation to the Multnomah County Health Department.
General Orientation to Multnomah County Environmental Health and the organizational structure: Food Safety program, Food Handler education, Lead Poisoning and Prevention program, Drinking water program, Communicable Disease Team, Vital Records, Grants and Contracts, Community Health Education.
Introduction to Environmental Health.
General Orientation to Multnomah County Vector and Nuisance Control.
Orientation to HIPPA (confidentiality policies).
Introduction to diversity in the workplace including cross-cultural communication and training in Intercultural settings.
Orientation to staff and environment where internship will be located.
<b>Environmental Health Field-based Work:</b>
Ability to describe the role of environmental public health.
Introduction to Food-borne Illness and Communicable Disease.
Introduction to Environmental Health regulations and enforcement (codes, laws, statutes).
Introduction to Environmental Health Specialists role in food, water and public health safety.
Student will be exposed to field work including inspection of restaurants, pools, mobile units, temporary events, childcare centers, drinking water systems, and lead risk assessments.
Introduction to vector-borne diseases, vector surveillance and control.
Student will be exposed to vector field work including mosquito and rodent surveillance, mosquito and rodent control work, and nuisance enforcement.
The student will learn how to work with facility owners, state agencies DHS, Oregon Department of Agriculture, federal agencies such as Food and Drug Administration.
Collecting and analyzing field-based data and how it contributes to implementing environmental health programs and services and protecting public health.
Understanding the role of regulation in a social justice environment (social justice environment is comprised of people, community, culture, prevention and intervention).
<b>Employment / Professional Skills:</b>
The student will be provided opportunities and projects to develop the following employment skills: Communication skills to work effectively with general public, governmental agencies, community-based organizations, businesses; problem solving skills to learn how to apply ideas and academic theory to meet desire outcomes; analytical skills to learn how environmental health services are developed and implemented based on relevant, measurable data; organizational skills to work collaboratively with fellow employees and management; academic environmental health theories to increase understanding of how such concepts apply to real life.
<b>Evaluation of the Internship Experience:</b>
Student will evaluate the strengths and weaknesses of the internship experience.
MCEH staff will provide the student with a written evaluation of their performance during the internship so that they can use the feedback to improve performance in future jobs.



## Environmental Health General Track

<b>Concepts Students will Learn:</b>
<b>Orientation:</b>
Orientation to Multnomah County Health Department.
General Orientation to Multnomah County Environmental Health and the organizational structure: Food Safety program, Food Handler education, Lead Poisoning and Prevention program, Drinking water program, Communicable Disease Team, Vital Records, Grants and Contracts, Community Health Education.
Introduction to Environmental Health.
General Orientation to Multnomah County Vector and Nuisance Control.
Orientation to HIPPA (confidentiality policy).
Introduction to diversity in the workplace including cross-cultural communication and training in intercultural settings.
Orientation to staff and environment where internship will be located.
<b>General Internship Concepts (student will participate in a project(s) that will teach them):</b>
Communication skills to effectively work with the general public, governmental agencies, community-based organizations, businesses, and other job related contacts.
Problem solving skills to learn how to apply ideas and academic theory to meet desired outcomes.
Analytical skills to learn how environmental health services are developed and implemented based on relevant, measurable data.
Organizational skills necessary to work on multiple tasks and ideas simultaneously so that deadlines are met.
Interpersonal skills to work collaboratively with fellow employees and management.
Academic environmental health theories to increase understanding of how such concepts apply to real life situations.
<b>Specific Environmental Health Concepts:</b>
Environmental Health and vector health risks and how MCEH works to minimize risks and protect public health.
Ability to describe the role of environmental public health.
Understand the role of regulation in a social justice environment (social justice environment is comprised of people, community, culture, prevention and intervention).
An individualized internship will be designed to expose the student to office work and field work that will fulfill their interest, help support their career aspirations, and supplement the general internship concepts learned above.
<b>Evaluation of the Internship Experience:</b>
Student will evaluate the strengths and weaknesses of the internship experience.
MCEH staff will provide the student with a written evaluation of their performance during the internship so that they can use the feedback to improve performance in future jobs.



If the student is interested in learning about concepts in more than one scope of work, the work plan can be developed to accommodate the student's diverse interests and needs.

Work plans:

The assessment information collected during the screening interview with the student should be conveyed to the person identified to be the on-site supervisor/mentor for the intern, so that a comprehensive work plan can be developed that will provide the student with the learning objectives identified in the scope of work. The degree of detail that is included in the work plan depends, to some degree, on the need of the student. Some students do not need a lot of structure to meet internship expectations while others do. The following are some examples of work plans:



## Environmental Health Educator and Promotion Internship Work Plan

Intern: Kamar

Internship Period: May 1, 2006 – June 30, 2006

Internship Hours: 240 hours total = 30 hours/week

Project: Lead Poisoning Prevention Education and Outreach to the local Somali population

<b>Task/Activity</b>	<b>Persons Involved</b>	<b>Deadline</b>
Introduction to Multnomah County Environmental Health (vision, mission, objectives)	Kari	Week 1
Lead 101, EPA Lead poisoning prevention grant review, intro to outreach plan	Kari Lyons, Ben, Lila	Week 1
Introduction to cross-cultural communication and training in Intercultural settings	Kari	Week 1
Review existing educational materials.	Ben	Week 2
Determine strategies for outreach and education within Somali Bantu community	Kamar, Kari, Ben	Week 2
Alter/develop educational materials based on target populations needs.	Kamar, Ben, Kevin	Week 2
Build partnerships with trusted community members, church leaders, civic organizations, neighborhood associations and other groups affiliated with target populations	Kamar	Week 2/3
Develop evaluation tools to assess achievement of trainings and outreach activities	Kari, Kamar	Week 3
Gather other community collateral for health promotion activities.	Kamar, Kari, Ben	Week 3/4
Schedule, focus groups, trainings or workshops per month with target populations	Kamar	Week 3-11
Deliver health presentations on lead poisoning to target populations	Kamar	Week 3-11
Mid-internship evaluation; Review outreach strategies and approaches; Alter existing model based on lessons learned.	Kari, Lynn, Ben, Kamar	Week 6/7
Gather and analyze demographic and cultural information about target populations, create lessons learned about trainings. Potentially organize African women's health one-day workshop.	Kamar	Week 3-11
Discuss potential opportunities for incorporating more long-term education into the MCVNC program.	Kamar, Ben, Kari, Lynn	Week 3-11
Overall internship evaluation	Lynn and Kari	Week 12



**Randall Wallace, Spring 2006 Internship Plan: Health Education Track 240 hours.  
Kari Lyons Supervisor**

Health Educator Track Internship

Intern Goals are to help Health Educator Intern to participate in the following activities:

1. Develop a user-friendly, culturally competent Norovirus FAQ sheet; developing a FAQ sheet distribution plan to vulnerable populations and implement plan.
2. Assist in marketing revenue-generating online Food Handler website.
3. Solicit donations that will improve the well-being of transitional community members, especially vulnerable children and during summer months.
4. Research training activities for Avian influenza outreach to learn about engaging community members about risk communication, emergency preparedness, and Avian flu that is simple and easily comprehensible.
5. Develop user-friendly, culturally competent display board to be used to promote EH preventative care messages to the public.

Project Name	Project Goal	Tasks	Contacts
Project Homeless Connect/ Our Environmental Our Health Donations	To obtain insect repellent (500), alternative repellent (500), and dust mite pillow donations (100) for homeless families for July 11 <sup>th</sup> outreach event; To obtain repellent (500), Klean Kanteens (200_ and dust mite pillows (100) castile soap (400: Trader Joe's) for National Health Clinic Week.	<ol style="list-style-type: none"> <li>1. Conduct internet research for products.</li> <li>2. Contact manufactures to request donation.</li> <li>3. Fill out and submit donation applications as required.</li> <li>4. Pick up donations if required.</li> <li>5. Communicate results to supervisor on weekly basis.</li> </ol>	Trader Joe's Target Fred Meyer Producers of "Off" Vendors found during internet search
Online-Food Handler Marketing	To assist in marketing on-line food handler website to help increase revenue from this funding source.	<ol style="list-style-type: none"> <li>1. Work with EHS staff to ensure they receive stickers and understand the value of the stickers, location, etc. Check with Souriya initially on how to</li> </ol>	Souriya: phone x 55555 (in SEHC)  Kevin x 55555 (in Multnomah bldg)



Multnomah County Environmental Health Post-Secondary Internship Program

		<p>communicate concept to EHS team.</p> <p>2. Either individually or working with Graphic Artist Kevin Kitamura, take the on-line business cards/sticker design, and make a 8 ½ by 11 poster sheets (printed on 2250 at SE office), 45 copies on card stock (Kari has) and distribute to all library locations, Oregon employment offices and work with Susana to get to off-site locations.</p>	Susana x 55555 (in SEHC)
Norovirus FAQ Sheet	To create a Norovirus Fact Sheet to assist in educating the public about Norovirus	<p>1. Research norovirus on the internet. Meet with Greig Warner (SEHC) and use the Clark County Fact Sheet as a foundation for creating a Norovirus fact Sheet.</p> <p>2. Use the Bed Bug Fact Sheet as a template (delete all bed bug info and fill in with Norovirus info) located in the g://drive. Request from Lynn when ready).</p> <p>3. Test your information on Microsoft Word for literacy level. All FAQ sheets need to be at the 6<sup>th</sup> grad reading level or lower.</p> <p>4. Send final draft to Kari and Althea for proofing.</p> <p>5. Work with Kari/Lila/Greig on distribution of FAQ sheet.</p>	<p>Kari x 55555</p> <p>Lynn x 55555</p> <p>Greig x 55555</p> <p>Althea x 55555</p> <p>Lila x 55555</p>
Avian Flu	To assist minimally in the	1. Short-term project (4-6 hours) that	Internet primarily. Looking outside of



	research of how health workers and community organizers are educating community members about Avian flu.	uses internet search engines to locate training activities being used around the Country. Call if needed. Request activities to be faxed. 2. Generate idea list.	Multnomah County.
Our Environment Our Health (OEOH) Display Board	To create a display board for OEOH brochure to be used in clinics during National Clinic Health Week.	Work with Kari and the Community Service Team on project outline and brainstorming ideas	CS Team meeting 6/5/06 SEHC 2:00pm – 4:00pm

\*\*If the internship is an observational experience rather than an interactive project-based experience, then the activities in the work plan will job shadowing activities instead of activities with product related outcomes.



## **Internship Period:**

**Intern Supervision/mentoring:** During the internship, the supervisor/mentor for the student will need to be available: 1) to ensure that the activities identified in the work plan occur; 2) ensure the student has all the necessary tools to work on identified activities; 3) provide ongoing guidance and feedback as the student works on and completes the activities; and 4) be a liaison between the student and other staff members that the student will interact with as they perform the tasks and/or job shadow.

**Internship length:** If the college or university does not currently have an internship requirement for graduation, then the public health agency will need to discuss the internship length during the marketing and relationship building phases so that the academic institution can incorporate the internship into their class credit system. Otherwise, the length of internships will vary from university to university.

**Internship Log form:** An internship log form template has been included in the forms section of this manual. The log form will enable the intern to track the number of hours they work, so the program coordinator and supervisor can ensure 1) the student completes the work plan on time; 2) is exposed to all of the appropriate learning concepts by the end of the internship period; that the student fulfills their internship hour requirement to receive university credit.

## **Evaluation of the Internship:**

At the completion of the internship, it is vital that the public health agency and the student both have an opportunity to evaluate the success of the internship. This evaluation data will be necessary for the public health agency to identify 1) if the student benefited and enjoyed their experience; 2) areas the student recommends improvement in the program; 3) and if the internship benefited the local environmental workforce. This information will assist the agency to improve their program over time. It will also provide the student with substantive feedback about their performance which can help improve their work practices and success in future jobs.

### **Intern Performance Evaluation (conducted by the public health agency):**

The student evaluation form that the supervisor/mentor and/or program coordinator fills out at the end of the internship should be provided by the academic institution as part of their grading/credit criteria. Each college or university will have their own evaluation form. If the internship program coordinator does not receive it from the school directly, they should ask the student for the form at the beginning of the internship so the supervisor and/or program coordinator can be cognizant of the types of information they will need to provide feedback on at the completion of the internship.



**Internship Program Evaluation (conducted by the student):**

The student should be provided the opportunity to give feedback to the public health agency about the internship program. This data will be essential for the internship program to improve its structure and practices over time. A template of an internship evaluation form is provided in the next section.

Ideally, in addition to the information above, the public health agency will want to track what happens to the student after graduation to determine if they found a job in the environmental or public health field, however, as the student becomes transitory in pursuit of life and work experiences post-graduation, this evaluation data may be difficult to track. The agency should be able to track if any students were hired within their own agency. This data may be beneficial for capacity building activities like strategic planning, grant writing and resource allocation.



## Internship Form Templates:

- Internship Log Form
- Application Form
- Internship Agreement Form
- Student Questionnaire Form
- Internship Orientation Schedule
- Internship Packet Cover letter (Student)
- Internship Packet Cover letter (Faculty)
- Internship Evaluation Form

## Chapter

# 3





**INTERNSHIP APPLICATION**

**Name:**

**Address (number, street, city, state, zip code):**

**Phone Number (Home):**

**Phone Number (alternate):**

**Academic Institution and Address:**

**University Contact Name:**

**Contact Phone Number:**

**Academic Program Studying:**

**Internship Period:** Short-term (less than 10 weeks)  Long-term (greater than 10 weeks)

**Internship Start Date:**

**Internship End Date:**

**Days of Week Intern Can Work:** M  Tu  Wed  Th  F

**Total Hours Per Week:**

**Specify The Hours You Will Work Each Day:**

**INTERNSHIP DESCRIPTION**

**What are three objectives you would like to achieve by the end of your internship?**

**What are three skills you would like to develop and/or enhance during your internship?**

**How will this internship support your future career goals and/or plans?**

**What type of internship do you desire (i.e. project-based, observation)?**



What Environmental Health topics are you most interested in?

1<sup>st</sup> choice \_\_\_\_\_

2<sup>nd</sup> choice \_\_\_\_\_

3<sup>rd</sup> choice \_\_\_\_\_

What experience and or skills do you have working with environmental health issues/topics?

Please rank the environmental health field(s) of interest that the student is most interested in focusing their internship (1 most interested in – 9 least interested in):

- |  |                          |
|--|--------------------------|
| 1) Food safety/ licensed inspections (restaurant, pools, spas) | <input type="checkbox"/> |
| 2) Nuisance Control  | <input type="checkbox"/> |
| 3) Lead Poisoning and Prevention                               | <input type="checkbox"/> |
| 4) Vital Records   | <input type="checkbox"/> |
| 5) Drinking Water  | <input type="checkbox"/> |
| 6) Indoor Air Quality  | <input type="checkbox"/> |
| 7) Health Education  | <input type="checkbox"/> |
| 8) General overview of all                                     | <input type="checkbox"/> |

Does your school require an evaluation by Multnomah County Environmental Health at the completion of your internship?

Please provide any additional information that will be useful in placing you in a Multnomah County Environmental Health Internship?

Applicant signature

Date



<b>INTERN QUESTIONNAIRE</b>	
<b>INTERN NAME:</b>	
<p><b>On a scale of 1 to 10 (1 low ability – 8 high ability), please rate your skills, ability and/or comfort level to do the following type of work:</b></p>	
<b>EDUCATION AND OUTREACH:</b>	<b>RATING (1-8)</b>
Communicate health risk information to diverse communities and specific populations. Please specify any second languages you speak/experience with diverse communities.	
Conduct a public meeting including convene meeting, facilitate effective dialogue, take notes, assign tasks.	
Distribute information to community members in a culturally competent way.	
Work in cross-cultural / diverse communities. Please specify any experience.	
Deal with people one-on-one with the community. Please highlight any public speaking skills/experience.	
<b>COMPUTER AND TECHNICAL SKILLS:</b>	
Develop educational tools (i.e. fliers, brochures, power point presentations...). Please specify proficient computer programs.	
Operate a computer with Microsoft Office Suite (Word, Excel, Access, and PowerPoint).	
Ability to research environmental health information on the internet, analyze and present in a comprehensive format.	
Ability to analyze and interpret data.	



<b>CLERICAL SKILLS:</b>	
Make phone calls to businesses or agencies to solicit information.	
File documents.	
Input environmental health data into an Access database.	
<b>POLICY SKILLS:</b>	
Knowledge of the regulatory and policy development process.	
Knowledge of environmental laws, regulation, guidelines, standards, and criteria.	
Knowledge of issues that drive environmental policy on a local, state and National level.	
<b>ADMINISTRATIVE/ORGANIZATIONAL/PROFESSIONAL SILLS:</b>	
Ability to communicate by writing and oral means regarding environmental health information and services.	
Ability or organize surveys, questionnaires and other informational gathering tools.	
Ability to develop and utilize evaluation tools.	
Ability to interact with a wide range of professionals, become a member of a team and cooperate with other professionals at a work site.	
Work with a variety of individuals with different view points.	
Ability to write grants, proposals and reports	
<b>ENVIRONMENTAL HEALTH KNOWLEDGE:</b>	
Knowledge of basic principles of environmental and/or public health	
Knowledge of epidemiology	
Knowledge of Food safety	
Knowledge of vector and nuisance control	
Knowledge of Lead poisoning and prevention	
Knowledge of Asthma and indoor air quality	
Knowledge of vital records	
Knowledge of Protocol of Assessing Community Excellence in Environmental Health (PACE-EH)	



INTERNSHIP ORIENTATION SCHEDULE				
INTERN NAME:				
Topics Applicable To This Internship	Date	Time	Subject	Contact Person and extension
<input type="checkbox"/>			Confidentiality Policy	
<input type="checkbox"/>			Safety Policy	
<input type="checkbox"/>			Orientation to the agency	
<input type="checkbox"/>			Orientation to Health Education	
<input type="checkbox"/>			Orientation to Lead Poisoning Prevention program	
<input type="checkbox"/>			Orientation to Food Safety Program	
<input type="checkbox"/>			Orientation to Vector and Nuisance Control	
<input type="checkbox"/>			Orientation to Healthy Homes and PACE-EH	
<input type="checkbox"/>			Orientation to Food Handler Program	
<input type="checkbox"/>			Orientation to Drinking Water program	
<input type="checkbox"/>			Orientation to CD Team and SOD	
<input type="checkbox"/>			Orientation to grants and contracts	



May 1, 2005

Dear Student:

Thank you for your interest in doing an internship with Multnomah County Environmental Health Services (MCEHS). MCEHS is comprised of a variety of programs and services including: Food Safety and Education, Health Education, Protocol for Assessing Community Excellence in Environmental Health (PACE-EH), Vital Records, Lead Poisoning and Prevention, and Vector and Nuisance Control. MCEHS will work diligently to create an internship that will provide you with beneficial information that you can apply throughout the duration of your academic schooling, and practical experiences that will assist you in your career pursuits.

This packet contains documents that will assist MCEHS in creating an effective internship that will benefit you as well as our agency. The packet contains:

- **Internship Application**
- **Internship Agreement Form**
- Internship Scope of Work
- Internship Job Description
- Business card of MCEHS Contact Person

If you would like additional information about Multnomah County Environmental Health Services and/or Multnomah County Vector and Nuisance Control, please review our website at [www.mchealthinspect.org](http://www.mchealthinspect.org).

Please complete and return the **Internship Application** and **Internship Agreement Form** to:

Lynn George  
Environmental Health Services  
727 NE 24<sup>th</sup> Ave.  
Portland, OR 97232  
(503) 988-3663 x 28152  
[lynn.m.george@co.multnomah.or.us](mailto:lynn.m.george@co.multnomah.or.us)

Electronic versions are available by emailing Lynn George. After receiving the completed documents, Ms. George will contact you to set up an interview to discuss an internship opportunity further. Thank you for consideration of Multnomah County Environmental Health Services. We look forward to working with you.

Lynn George  
Program Development Specialist  
(503) 988-3663 x 2815



October 22, 2005

Dear Faculty:

Multnomah County Environmental Health Services recently received a 3-year Center for Disease Control Essential Services Capacity Building grant. A major component of the grant is to develop an environmental health internship program. The purpose of the internship program is to train and educate students so they are better prepared to enter the workforce in environmental and public health fields.

An important goal for our internship program is to develop relationships with local academic institutions so that they are aware of and can benefit from our internship program. MCEH would like to build ongoing collaborative partnerships with institutions so that MCEH can 1) improve recruitment of interns to our agency and post internship opportunities on university websites, job boards, list serves, and make professors aware of our internship program; 2) provide academic programs with environmental/public health information so that more colleges and universities are aware of the learning opportunities that exist at MCEH and include internships as part of their curriculum; 3) help students learn what kinds of careers are available to them and their degree; and 4) identify if collaborative research projects exist with the school. Currently, our internship program has three different tracks:

- 1) **Health Education.** In this internship, a student will be introduced to the following concepts: cross-cultural communication and training in intercultural settings; environmental health educational materials; determining target population needs; building partnerships with community leaders; faith community; civic organizations; neighborhood associations and other groups and affiliations; delivering presentations and conducting health promotion activities; gathering and analyzing demographic and cultural information about target populations; and evaluating health education activities;
- 2) **Environmental Health Field-Based Internship.** In this internship, a student will be introduced to the following field-based concepts: food-borne, water-borne and vector-borne and communicable diseases; regulating and enforcing environmental and public health; Environmental Health Specialists role in public health safety; vector surveillance and control, nuisance control, lead poisoning and prevention, small drinking water systems, the 2002 Food Code; inspecting restaurants, pools, hotels and motels, mobile units, temporary events, warehouse/commissaries, and organizational camps, the Food Handler certification program; and how health education supports regulated environmental health field-based programs and services; and
- 3) **General Internship.** In this track, the internship can be tailored to the student's interests and future career pursuits. We will expose the student to a combination of Health Education, Environmental Health field work and/or program management/administration concepts. Some of the skills they will learn and utilize are: Communication skills to effectively work with the general public, governmental agencies, businesses, and other job related contacts; problem solving skills to learn how to apply ideas and academic theory to meet desired outcomes; analytical skills to learn how environmental health services are developed and implemented



based on relevant, measurable data; organizational skills necessary to work on multiple tasks and ideas simultaneously so that deadlines are met; interpersonal skills to work collaboratively with

- 4) fellow employees and management; and academic environmental health theories to increase understanding how such concepts apply to real life situations. This internship track is great for students who have not taken many environmental or public health classes but would like to gain more knowledge and understanding of environmental and public health.

Enclosed is an information packet that will provide your students and faculty with information about what kinds of learning opportunities exist at MCEH and how to begin the process of designing an internship that will be beneficial. MCEH will work diligently to create an internship that will provide your students with pertinent information that they can apply throughout the duration of their academic schooling, and practical experiences that will assist them in their career pursuits. The packet contains:

- Scope of work for each internship track:
  - Health Education;
  - Environmental Health Field-Based Experience;
  - General Internship
- Student Internship packet which includes the following:
  - Student cover letter
  - Internship Application
  - Internship Agreement Form
  - Internship Scope of Work (students select from three options above)
  - Business card of MCEH contact person

If you or your student would like additional information about Multnomah County Environmental Health Services and/or Multnomah County Vector and Nuisance control, please review our website at [www.mchealthinspect.org](http://www.mchealthinspect.org). Please have interested students complete and return the Internship Application and Internship Agreement Form to:

Lynn George  
Environmental Health Services  
727 NE 24<sup>th</sup> Ave.  
Portland, OR 97232  
(503) 988-3663 x 28152  
[lynn.m.george@co.multnomah.or.us](mailto:lynn.m.george@co.multnomah.or.us)

Electronic versions are available by emailing Lynn George. After receiving the completed documents, Ms. George will contact you to set up an interview with the student to discuss an internship opportunity further. Thank you for consideration of Multnomah County Environmental Health Services. We look forward to working with you and your students.

Sincerely,

Lynn George  
Program Development Specialist Sr.



## **MULTNOMAH COUNTY ENVIRONMENTAL HEALTH INTERNSHIP AGREEMENT**

### **II. PURPOSE**

The purpose of an Environmental Health internship is twofold: 1) to develop stronger links between academic institutions and environmental health practices at the local level; and 2) to prepare students for the workforce. In doing so, MCEH hopes to create a larger workforce of employees who have practical “on-the-job” skills and are able to apply theory into workplace practice, from which to hire.

### **III. PARTNERSHIP BETWEEN ACADEMIA AND MULTNOMAH COUNTY ENVIRONMENTAL HEALTH SERVICES**

In order to make the internship the best possible learning experience for the student, a true partnership needs to occur between the placing academic institution and Multnomah County Environmental Health Services.

It is the academic institution’s responsibility to teach the theoretical aspects of the student’s academic choice of study and to make sure the student will benefit from an internship experience with Multnomah County Environmental Health Services.

It is Multnomah County Environmental Health’s responsibility to provide an opportunity for the student to implement these ideas and theories into real job situations. Multnomah County Environmental Health will support the student in developing these skills by creating a positive, learning environment where the student will be able to practice the following:

- 1) Communication skills to effectively work with the general public, governmental agencies, community-based organizations, businesses, and other job related contacts.
- 2) Problem solving skills to learn how to apply ideas and academic theory to meet desired outcomes.
- 3) Analytical skills to learn how environmental health services are developed and implemented based on relevant, measurable data.
- 4) Organizational skills necessary to work on multiple tasks and ideas simultaneously so that deadlines are met.
- 5) Interpersonal skills to work collaboratively with fellow employees and management.
- 6) Academic environmental health theories to increase understanding how such concepts apply to real life situations.



Multnomah County is not able to provide reimbursement for internship activities. If issues or concerns arise during the internship experience, both parties will communicate, problem solve and identify solutions to make the experience as successful as possible for the student and Multnomah County Environmental Health Services.

**IV. ENSURING THE STUDENT AND THE INTERNSHIP OPPORTUNITY ARE A GOOD MATCH.**

To ensure that the internship is as beneficial and successful experience for both parties (the student and MCEH) as possible, Multnomah County Environmental Health Services, would like to ensure that the student is a good match for the organization. If any of the following questions are answered NO, then the academic institution should discuss the placement further with the student before committing to the internship and signing this agreement.

1. Did the student self-select MCEH for their internship?
2. Will learning the 6 skills identified above (communication, problem solving, analytical, organizational, interpersonal, and applying environmental theory into practice) assist the student in the type of employment situation they desire after they complete their academic field of study?

**V. INTERNSHIP CONTENT:**

Please rank the environmental health field(s) of interest that the student is most interested in focusing their internship (1 most interested in – 9 least interested in):

- |  |       |
|--|-------|
| 1) Food safety/ licensed inspections (restaurant, pools, spas) | _____ |
| 2) Vector Control  | _____ |
| 3) Nuisance Control  | _____ |
| 4) Lead Poisoning and Prevention                               | _____ |
| 5) Vital Records   | _____ |
| 6) Drinking Water  | _____ |
| 7) Indoor Air Quality  | _____ |
| 8) Health Education  | _____ |
| 9) General overview of all                                     | _____ |

**VI. INTERNSHIP AGREEMENT:**

A. I \_\_\_\_\_ from \_\_\_\_\_  
Academic placement representative College/University

understand the role of internship partner and am fully committed to this role for



the duration of \_\_\_\_\_'s internship. I also understand that  
Student Name  
this is a voluntary internship in which Multnomah County is unable to provide  
reimbursement for internship activities.

\_\_\_\_\_  
Signature from Academic Institution

\_\_\_\_\_  
Date

**B.** I \_\_\_\_\_ agree to follow the confidentiality, safety, and  
Student Name

employment policies of MCEH and understand that my internship can  
be terminated if issues or conflicts arise that cannot be resolved.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date



Chapter

4

## Sustainability of the Program

Since improving the environmental health workforce is a long-term project, your agency will need to think through how to sustain the program over time. MCEH found three essential components to improve the chances of creating and implementing a sustainable internship program: 1) partnerships; 2) program funding; 3) long-term marketing and recruitment efforts.

### **Partnerships:**

In order to implement a successful workforce development program that includes a post-secondary internship and/or K-12 educational program, the partnerships developed between academia and public health agency must be solid and long-term. The partnership must include the following characteristics: open on-going communication, commitment to roles, and flexibility to problem solve and troubleshoot issues that develop.

### **Program Funding:**

The agency will need to think about how to develop and implement a workforce development program using staff support without diluting Environmental Health Specialists and other staff member's ability to complete their everyday regulatory inspection work. Start-up costs may be achieved through applying and receiving grants, but the agency will need to develop a plan on how to sustain the program on an ongoing basis after the grant ends. The sustainability plan will need to identify how to support the infrastructure and program implementation in the long-term with funded environmental health positions within your agency.

### **Evaluation:**

Once you get your program up and running, you will want to evaluate the program to determine its strengths and weaknesses. This data will be essential to securing ongoing funding to run the program. An evaluation can be conducted with agency staff to see if they are satisfied with the program, academic staff and students. An evaluation template form for students has been included in section 3. This form can be modified for the different target audiences.

### **Long-Term Program Marketing and Recruitment Efforts:**

The public health agency will need to continually review and revise their marketing plan/strategies to ensure that the program continues to be used by academic institutions and students. Some marketing and recruiting efforts may occur naturally as your program works to form and nurture partnerships over time.



***Internship stipends:*** Offering paid internship stipends can increase your ability to recruit students to the internship program. As the cost of living increases around the nation, students are less able to devote their time to unpaid internships because they require experiences which pay them a livable wage. Your agency may have more success recruiting students if you can offer a modest stipend. One means to pay students is to inquire with the college/university work study program to see if students can earn work study pay while completing their internship period. In addition, State Associations for Environmental Health Education may offer resources to pay interns.



**Chapter**

**5**

## **Evaluation of This Manual**

Thank you very much for your interest in this “Workforce Development- Post-Secondary Internship Program” manual. It is important to Multnomah County Environmental Health Services to evaluate the usefulness of this product. Please take the time to complete the enclosed evaluation form and return it to:

**Multnomah County Environmental Health Services  
Lynn George, Program Development Specialist Sr.  
3653 SE 34<sup>th</sup> Avenue  
Portland, OR 97202  
(503) 988-3400 x 28152**



**Multnomah County Environmental Health  
Workforce Development Post-Secondary Internship Program Manual Evaluation**

The questions below are intended to help us determine if you gained practical experience, knowledge, and/or skills in developing an environmental Health Internship program within your jurisdiction.

Public Health Agency and Address: \_\_\_\_\_

Contact Name: \_\_\_\_\_ Contact Phone: \_\_\_\_\_

How did you learn of this CD? \_\_\_\_\_

*Please rate the following questions about the CD "How to Develop and Implement an Environmental Health Workforce Development Program" using the following scale:*

**5 = Strongly Agree      4 = Agree      3 = Neutral      2 = Disagree      1 = Strongly Disagree      NA=Not applicable**

- This CD provided me with the tools necessary to develop and implement an environmental health internship program in my jurisdiction.      5      4      3      2      1      N/A
- As a result of this CD, I have a better understanding of concepts, theories, and skills needed to develop an internship program.      5      4      3      2      1      N/A
- With this CD, the public health agency in my jurisdiction was able to improve the local environmental health workforce.      5      4      3      2      1      N/A

1. Overall how would you rate this CD?

- Excellent teaching tool
- Good teaching tool
- Average teaching tool
- Below Average teaching tool
- Poor teaching tool

Additional Comments:

2. Would you recommend this CD to other public health and/or environmental health agencies interested in developing an environmental health internship program?

- Highly recommend
- Recommend
- Recommend with reservations
- Would not recommend

Additional comments:

3. In what ways, if any, do you feel this CD prepared you for developing an internship program?

***Thank you for completing this form!  
Please return to Lynn George, Program Development Specialist Sr.  
Multnomah County Environmental Health Services  
3653 SE 34<sup>th</sup> Avenue Portland, OR 97202***