



ADVANCING DIVERSITY AND EDUCATION IN THE HEALTH PROFESSIONS

Health Professions Student Internship Toolkit for Unpaid Internships

Including sample documents

Prepared for use by Healthcare Pathways/ Programs using Exploratory Work
Experience (EWE)

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Exploratory Work Experience Connection

This toolkit is designed with the understanding that the teacher will work collaboratively with the site/district Work Experience Coordinator under the guidelines of Exploratory Work Experience. (EWE)

1. Find out who is the site coordinator for Work Experience.
2. Find out if they have been authorized to offer Exploratory Work Experience. This is often determined by the original WE application and Board Policy. See attached Example of WE Plan
3. The best scenario is to have the Work Experience coordinator teach a separate Internship class.
4. The Exploratory Work Experience component offers Workers Compensation and Liability Insurance through the district.

From WEE guide listed on the CDE WEE website Resources:

Types and Descriptions of Work Experience Education Programs:

1. Exploratory Work Experience Education Non-Paid
2. General Work Experience Education Paid
3. Career Technical Work Experience Education Paid or Non-Paid

Exploratory Work Experience Education: The major goal of Exploratory Work Experience Education is to provide career guidance through non-paid observations and experiences at selected sites. Many schools offer internships for students. An internship is similar to Exploratory Work Experience except internships are not outlined in the California Education Code while Exploratory WEE is described. In order to receive funding, California Academies are required by EC § 54692 to provide Academy students with an internship. WEE coordinators are encouraged to work with the Academies at their school site to help organize and run these required internships under an Exploratory WEE Program. School districts interested in starting an internship should consider following the guidelines outlined in the California Education Code.

Commented [RA1]:

From CDE Work Experience Guide:

Internship/Exploratory Work Experience Education/Academy. Students have the opportunity to learn about occupations and experience the workplace environment, in the context of these occupations through the internship program. In this learning setting, the student is engaged in multiple facets of the workplace environment including, but not limited to the following:

- Observing and validating personal occupational/career interests.
- Engage in the “real world of employment.”
- Gain an understanding of “real” jobs and understand job expectations.
- Participate in “hands on” educational training activities.
- Understand the job requirements for an occupational field.
- Demonstrate job skills for an occupational field.
- Application and integration of academics with the occupational field.
- Interact with co-workers, business and industry.

Many high school programs, such as Academies, are incorporating internships into their curriculum. These jobs should be meaningful, workplace learning experiences, ideally in the career field in which the Academy is based. At the very least, such jobs should be able to provide students with an interesting experience or specialized job training, which improves their employment skills. Internships are listed in two places in the California EC § 54692 states in order to be eligible to receive funding pursuant to this article, a district shall provide all of the following:

- Assurance that each academy student will be provided with the following:
 - An internship or paid job related to the academy’s occupational field or work experience to improve employment skills, during the summer following the 11th grade.
 - A student that must attend summer school for purposes of completing graduation requirements is exempt from this paragraph.
 - Additional motivational activities with private sector involvement to encourage academic and occupational preparation.

California Code of Regulations Title 5 Article 4 Work Experience Education (EC §10070) states:

“Exploratory work experience education is nonpaid and has as its general purpose the vocational guidance of the students by affording them opportunities to observe and sample systematically a variety of conditions of work for the purpose of ascertaining their interest and suitability for the occupation they are exploring. Exploratory Work Experience Education includes a combination of job observations and related classroom instruction in Work Experience Education. The student may be required to perform, on a limited, periodic and sampling basis, nonpaid work activities while exploring the occupation.”

WEE coordinators are encouraged to use their expertise to work with High School Academies in setting up internships through Exploratory WEE Programs.

Contacting Agencies

- Contact a healthcare agency that may be interested in hosting student interns. You can use the Inland Coalition Employer Recruitment Brochure.
- We recommend a face to face meeting before email and phone communication.
- Have a good understanding of the agency's goals, mission and vision to help you determine which type of internship they may be interested in facilitating,
- Only select an agency that can allow observations and interactions with various healthcare professionals. *This is an essential part of the Internship.*
- An internship could assist in low priority needs, or enhancement of services, follow-up phone calls, etc.
- Let the agency know that you are working with a designated health profession program and that the students will be pre-screened before placement. These students are serious about their future.
- Inform the Agency that the students will be enrolled in Exploratory Work Experience which will provide District Worker's compensation and liability Insurance.
- Although you may be working with multiple contacts at the agency, you should designate an individual to be the primary contact person, with whom most of the information will be exchanged.

- Having one person will also help avoid miscommunication issues, and will create a faster communication route.

See "Sample Request for Internship" document and follow-up letter.

Define Requirements

Define the requirements for the internship opportunity. You may want to have the internship be an opportunity that they earn by completing other activities prior to the Internship. See "Steps to Internship" document.

Example:

- Enrolled in health pathway program
- Junior or senior
- GPA requirement

Define the Internship (where, duration, hours per day, responsible for own transportation, etc.

It is best to select an agency that is within walking distance to your school or on a direct transportation route.

The following table outlines the legal requirements for different student situations in order to engage in volunteer/internship related activities:

Student	age	needs
In a school health related program	14 and over	B1-6 permit Must enroll in WE/EWE
Recent graduate	Under 18	Students with a H.S. Diploma, even if they are 17, do not need a Work Permit. Not covered under district WC/liability---can sign waiver

Memorandum of Understanding (MOU). See sample document.

You must create an MOU which outlines the partnership with the agency.

Without a document stating the partnership between the agency and you (your school), you won't be able to begin anything else.

A Memorandum of Understanding (MOU) should state the reason for the partnership. A basic MOU includes the following:

- Agencies involved
- Background of partnership
- Purpose
- Evaluation
- Funding (Specify that this MOU is not a commitment of funds)
- Duration

See samples at the end of this document.

Create Student Application

Create student application with parent permissions and student signatures.

The first item in any application should be a detailed list of the guidelines, requirements, and length of the program. You want to provide clear information that will help students gather the necessary information to complete the application.

This application should include all the essential information (full name, date of birth, address, parent/guardian contact information, etc.)

The application is also a good opportunity to filter students that may not be candidates for the internship based on guidelines. It is always useful to add sections such as: GPA, time availability, extracurricular activities, etc.

You must, however, be careful to not include unnecessary and time consuming sections that may cause the students to lose interest. A great example is: "Tell us about yourself?", although it is a very important questions, this can be best answered in an interview setting.

See Sample documents

Creating Evaluation Forms

A key component, and one that is often forgotten, is the evaluation portion of the internship. Evaluation forms help us quantify the success of an internship opportunity, or the lack thereof.

It is also a great way to obtain feedback on the parts that students may find most helpful, and those that could be improved.

An evaluation form should contain simple, yet substantial questions. Think of it as a satisfaction survey: short, but straight to the point.

Having anonymous evaluations it is often the best way to obtain the most accurate information.

[See sample documents](#)

Create and Distribute Flyers

Create a flyer to distribute to students. Only include information that is essential to your particular program, your flyer should answer the questions

- What? (What is it about?)
- Who? (Who can apply? / Who do I contact with any questions?)
- When? (When can I apply?)
- Where? (Where can I apply?)
- How? (How do I do it?) *See sample flyers.*

Always keep in mind to not include unnecessary information. Although having an outline of the program is important, and the documents they will need to fill out to participate (such as permission slips, recommendations, etc.) are important components of the program, these would be more appropriate to be listed in the application form.

A flyer is an attention grabber, and should include just enough information to allow the student to ask questions (and you should know the answers).

Include the qualifications and the requirements for the application process (i.e., application, teacher recommendations, parent permission, etc.)

Include a due date on the applications.

Include Parent Permission Forms

Parent permission forms are needed for nearly everything related to student internships, such as:

- Permission to participate in the program
- Permission to photograph
- Emergency Authorization

Also, there may be the need of media release forms, depending on the nature of the internship.

Keep in mind that the agency you are working with may have separate forms that will need to be completed.

Set up Interviews

Select students based on agreed placements with the agency. We recommend that you ask the agency if you can conduct the interviews at the site location. This gives the students an opportunity that they can find the site and get to the interview in time.

When interviewing students, be sure to provide a setting that will make students feel comfortable, not intimidated (a group of 2-3 interviewers is usually ideal).

Set up times and locations as necessary.

If possible, have an agency representative participate in the interview process; they will eventually be working with the selected students.

Be sure to provide the students with enough time to prepare, and provide advice on possible questions they will be asked. For many students, an internship interview is their first formal interview.

Setting up Student Orientation & HIPAA Training

Having student orientation and training day(s) is absolutely essential, your program will only be successful if students are prepared for their internship and they receive the appropriate training for their particular activity.

Some agencies will have their own orientation process, and others will not, in which case you will need to facilitate this.

At this orientation/ training, you will need to cover the following:

- Review of Internship guidelines
- Background of agency
- Internship Hours and duration of program
- Reporting (who will students be reporting/checking in to?)
- Dress Code
- HIPAA
- Use of cell phones and electronic devices
- What to do in an emergency—fire drill, earthquake, etc.

Moreover, you need to find out if the agency requires specific documentation/tests from the students before beginning their internship (TB test, background check, etc.). If so, you need to provide this information to the students and assist them in the completion process.

Lastly, at this orientation/training, you may hand out any materials they will be using, such as uniforms, flyers, etc. *See sample CBAS orientation*

Time Logs—Require that the students turn in a weekly log with supervisor signatures. Even if the student Intern does not work that week, they should still be required to turn in the time log sheet.

Monitor Students

Set up schedule of monitoring and ensure that students are attending WE class and fulfilling the requirements.

Moreover, it is always useful to set up visit dates and times with the agency in order to see how students are interacting in their internship location.

Monitoring is a critical part of the process, be sure to discuss this with the students so they are aware of site visits.

Facilitating a Recognition Event

Recognition is a great reward for students after completing an extracurricular activity. Just like school sport teams have award banquets, you should facilitate an event to recognize students.

This does not need to be an event that should burden your budget, but rather an opportunity for students to share their experiences with their peers, parents, and preceptors.

You can provide a certificate to students that participated in the program, and may even give awards to those who stood out the most.



Is a student volunteer right for your business?

Here's how they impact your bottom line:

- ◆ Assist with community-based events.
- ◆ Develop educational materials.
- ◆ Create survey instruments.
- ◆ Provide clerical and phone support.
- ◆ Carry out research assignments.
- ◆ Provide customer service.
- ◆ Provide translation (Varies).
- ◆ Provide assistance on various projects.

So what is your return on investment?

- ◆ Positive public and community relations.
- ◆ A better trained future workforce and larger pool of qualified candidates.
- ◆ Networking and resources to meet your business needs.
- ◆ Opportunity to showcase your business to future employees.
- ◆ Increases your employee morale.
- ◆ Impact patient's customer service experience.
- ◆ Get strategies/solutions to real-world problems.

What can you do in return?

- ◆ Promote volunteer opportunities in your business.
- ◆ Be a guest speaker in a high school health pathway* classroom.
- ◆ Consult on an Advisory Board to review health pathway curriculum and competencies.
- ◆ Offer paid/unpaid internships to health pathway students.
- ◆ Offer a job shadowing opportunity with you or your staff.
- ◆ Become a student mentor.
- ◆ Host an externship (a health pathway teacher works in your business as an intern for a specified number of hours).
- ◆ Offer site visits (tours) of your facility to students and teachers.



* coursework and training to prepare students for a career in health care.