



جامعة الإمام عبد الرحمن بن فيصل  
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College of Public Health

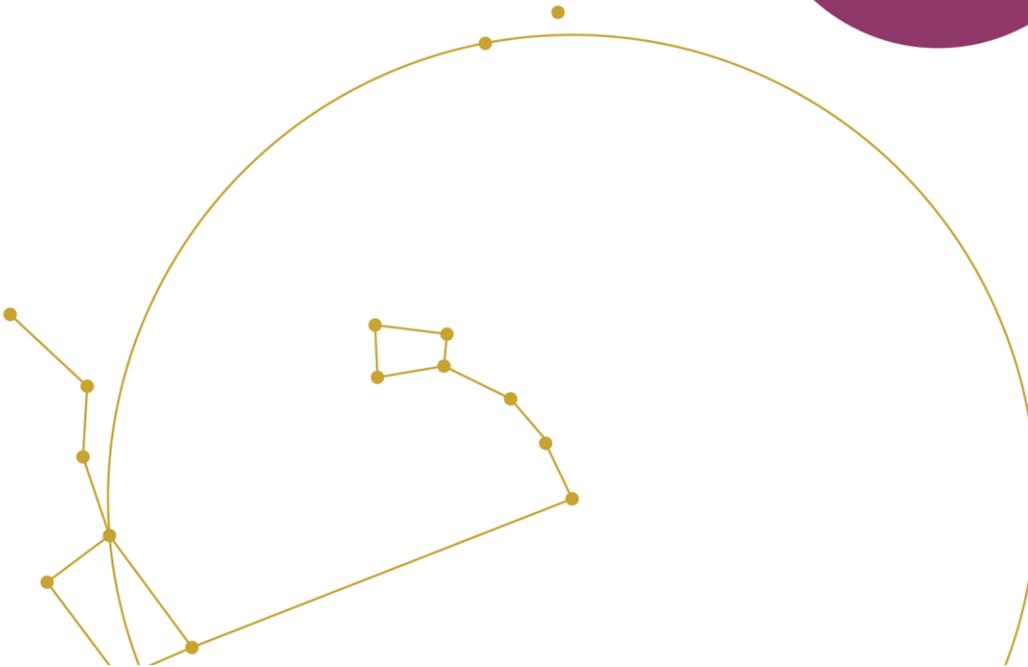
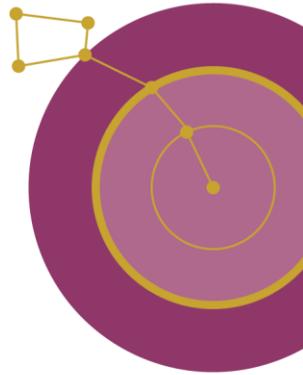
# Internship Faculty Supervision Manual

Vice Deanship of Training & Internship





العلم نور



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## INTERNSHIP FACULTY SUPERVISOR DESCRIPTION

The **internship faculty supervisor** is a faculty member assigned by the department chairman to supervise a number of interns throughout the entire internship program.

### — Aims

- Building supportive professional relationships with interns.
- Close and continuous monitoring of interns' progress to ensure the delivery of a quality training.
- Narrowing the gap between academia and the profession.
- Identifying areas for collaboration between the departments and training sites and professional entities.

### — Basic process steps

#### **Before the visit**

- Coordinate with training site supervisors to schedule the visit.
- Become familiar with the required tasks/training plan for the intern's respective rotation.

#### **During the visit**

- Meet the intern and the training site supervisor.
- Discuss the training plan with the supervisor and the intern and make any adjustments accordingly.
- Ensure that the training site supervisor has received a copy of the internship manual.
- Discuss progress, performance, achievements, and issues – if any – to address them in a timely manner.

#### **After each visit**

- Add the visit's information in the monthly visits' log.
- Fill the visit form (Appendix) and upload it in the intern's assigned folder.
- Share any issues/recommendations with the department's internship coordinator.

#### **After each rotation**

- Assess the intern's rotation report given the rubric (Appendix).

– **Visits schedule:**

Visit	Remarks
<b>Frequency</b>	One visit per <b>rotation</b>
<b>Visit mode</b>	On-site
<b>When</b>	At the beginning of the rotation – within the <b>third and fourth</b> weeks of the rotation start date
<b>Focus</b>	- Establish the connection with the training site and discuss training plan - Primary monitoring or - Discuss training experience so far - Any comments or issues to be addressed

– **Supervisory responsibilities**

- Evaluate interns' progress and provide regular feedback (both positive and areas for improvement).
- Note interns' outstanding achievements during the internship.
- Communicate any issues with the department's internship coordinator.
- Provide recommendations as necessary for improving the training experience.
- Evaluate intern's end of rotation report given the report evaluation rubric (Appendix). Interns are required to submit an internship report upon completion of each rotation.

– **A few remarks**

- Please schedule additional visits if necessary.
- If distance does not permit an on-site visit, the visit can be done virtually – through Zoom, email or over the phone.
- If the training site supervisor is not available on-site, schedule a virtual meeting with the supervisor.
- Contact the supervisor ahead of time (at least a week ahead) to schedule a meeting in a suitable time.
- If different supervisors are assigned to different interns that are training at the same training department, please coordinate with the supervisors and the department's internship coordinator to **schedule unified visits** rather than multiple ones to the same department.

## SUPERVISORY BEST PRACTICES

- Use a coaching approach; ask interns questions, prompt their responses.
  - Encourage interns to get out of their comfort zone and take initiatives.
  - Encourage interns to attend and participate in professional development opportunities at the training site.
  - Ask interns about any achievements or awards/recognition received.
- **Providing feedback to interns:**
- Continuous and constructive feedback is essential to encourage interns' growth, improve their performance and reinforce learning.
  - Reinforce positive aspects and discuss areas for improvement.
- **Watch out for these red flags:**
- **Professionalism issues:** unprofessional behavior/practice, unprofessional communication, lack of punctuality or tardiness.
  - **Performance issues:** slow progress, lack of commitment or interest, difficulty in performing assigned tasks, not meeting expectations.

Immediate action is needed if any of the red flags are noticed – **remedial action plan** – please raise the issue to the department’s internship coordinator. When the intern is not meeting expectations, not performing well, or facing issues, the faculty supervisor can use the GROW\* model in their discussion with the intern:

- **Goal:** What do you want? Discuss and agree on goals to be accomplished.
- **Reality:** Where are you now? Gain better understanding of the current situation (identify obstacles).
- **Options:** What **could** you do? Identify options that are feasible.
- **Will:** What **will** you do? Decide on next steps – moving forward (specific tasks/steps, any resources needed? accountability).

\*Adapted from: Whitmore, J. (2002). Coaching for performance: GROWing people, performance, and purpose. (3rd ed.). London, UK: Nicholas Brealey Publishing

## FACULTY SUPERVISION VISIT FORM

Intern Name: ID. No: Training Period From: To:	Training site: Department/unit: Training site supervisor: Visit Date:
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No.	Items	Evaluation	
		Yes	No
1	The training provided by the training site is in the field of specialization		
2	There is a training plan for the intern		
3	The training plan fits the training period		
4	The intern maintains a professional behaviour		
5	The intern shows initiative		
6	The intern maintains regular attendance and punctuality		
7	The intern properly performs assigned tasks		
8	The training site supervisor is reachable		
9	The training site supervisor properly mentors the intern		
10	The work environment is safe and clear of any hazards		
11	The work environment supports learning with appropriate workspace and facilities		
12	So far, the training site supervisor is satisfied with the intern's performance		
13	So far, the intern is satisfied with the training in this place		

**Training site supervisor's comments/feedback:**

.....

**Intern's comments/feedback:**

.....

**Intern's achievements, awards, participation in/attendance of professional development events:**

.....

**Faculty Member Name:**

**Signature & Date:**

## REPORT EVALUATION RUBRIC

Criteria	Outstanding (4)	Acceptable (3)	Below Expectations (2)	Unsatisfactory (1)	Score
<b>Overview</b> <i>A brief paragraph, provides summary of the training department</i>	Overview is complete and well- written; provides all necessary background information of the training department for the rotation.	Overview is nearly complete, missing some minor points or information about the training department.	Some background information of the training department, but missing major points.	Very little background information about the training department is provided, or information is incorrect.	<b>/4</b>
<b>Tasks</b> <i>Outline of the tasks performed and completed</i>	Well-written description of all the completed tasks conducted by the intern is presented.	Important performed tasks are presented, some minor details are missing.	Performed tasks are presented but still missing important details.	Missing several important details or completed tasks not presented.	<b>/4</b>
<b>Limitations</b> Limitations that you have faced during this rotation	Presents and any limitations faced by the intern during the rotation and explains why they consider it a limitation.	Mentions any limitations faced by the intern during the rotation with some explanation.	Mentions limitations faced by the interns but not clearly explained.	No limitations presented.	<b>/4</b>
<b>Recommendations</b> Future recommendations for this training department.	Provides a list of reasonable, relevant, and applicable recommendations/ areas of improvement that may enhance the training experience for the interns.	Provides a list of recommendations and areas of improvement that may enhance the training experience for the interns.	Provides a list of non-reasonable, non-relevant and non-applicable recommendations.	No recommendations presented.	<b>/4</b>
<b>Appearance and Formatting</b>	All sections are in order, well- formatted, very readable.	Sections are in order, contains the minimum allowable amount of handwritten copy, formatting is rough but readable.	Sections are in order, contains less than the minimum allowable amount of handwritten copy, formatting is rough but readable.	Sections are out of order, too much handwritten copy, sloppy formatting.	<b>/4</b>
<b>Spelling and Grammar</b>	All grammar and spelling correct and very well written.	Few grammar/spelling errors, generally readable with some rough spots in writing style.	Occasional grammar and/or spelling errors, generally readable with some rough spots in writing style.	Frequent grammar and/or spelling errors, writing style is rough and immature.	<b>/4</b>
<b>Total</b>		<b>/24</b>			



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