

Guidelines for Writing the Professional Internship Summary Paper

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## Style Format

The





## **The Internship Oral Presentation**

Students will participate in a



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**E**

Example of First Level Heading

## **Structure and Function of Hospital XYZ**

Examples of second, third, and fourth level headers.

### **Patient Education Committee**

The participants of the Patient Education Committee assist the Staff Development department in the development and revision of the policies and standards. It conducts educational needs assessments, approves educational packets, and submits approved education packets to the medical staff committee for revision and final approval.

**Patient Education Sub-Committee.** The Patient Education Sub-Committee assists the Patient Education Committee in the development of the patient education programs and packets. It also assists with other special projects.

**Chair.** The chair of the Patient Education Sub-Committee is Mr. John Smith.

Choice of level of header should reflect reporting structure.

## **Structure and Functions of ABC Hospital**

### **Board of Trustees**

#### **President (*Second Level*) Note**

**Vice President of Quality Assurance and Finance.**

***Director of Quality Assurance.***

**Example Cover Sheets for Chapters**

CHAPTER I  
INTRODUCTION

(Counted as a page, **but not numbered**)



CHAPTER III  
DESCRIPTION OF EXPERIENCES AND ACTIVITIES

CHAPTER IV  
PERCEPTION AND JUDGMENTS ABOUT THE INTERNSHIP





APPENDIX A

Mission Statement - XYZ Hospital

APPENDIX B

XYZ Hospital  
Organizational Chart

## References

American Psychological Association. (2010).

(6<sup>th</sup> ed.). Washington, D.C.: Author.

Paiz, J.M., Angelia, E., Wagner, J., Lawrick, E., Moore, K., Anderson, M., Soderlund, L., & Brizee, A. (2013, June 27).

Retrieved from <http://owl.english.purdue.edu/owl/resource/560/10/>.

APPENDICES



## Frequently Asked Questions

### **What should be included in the appendices?**

For meetings you just attended, you can mention them in your Chapter 3 narrative. You do not need to put minutes, agendas, or handouts in the appendices unless you actively contributed to the development.

If you presented at a meeting, or were active in planning it contributing to the execution (such as taking and completing the minutes), then include in the appendices. If you completed training and have a printed certificate of completion, include that in your appendices. **DO NOT** include a one hundred page training manual to which you did not contribute.

Focus on telling your story of your meaningful activities, contributions, and providing the documentation for those in the appendix.

I am not looking for a fifty page handout from a 1/2 day meeting that you were given in the appendix. Focus on your work products.

### **Are there a specific number of pages that must be met for the final internship paper?**

The length of your narrative depends on the total number of hours you spent at the site, your projects, and your activities. I do not grade on length. I do grade on substance (content), quality, and completeness. I look for thoroughness, readability, organization, strong project descriptions with results, and strong reflections. If you have less than 18 pages in your narrative, it is probably not thorough enough. If you have more than 60 pages, you may not be presenting concisely. If I receive a sixty page narrative that is disorganized, not focused and poorly constructed, it's unsatisfactory. In ge 7T.c ( i ) 0., I2 (nd ha)0.2 (ve) 00.2 (s) -0.2 (e) 0.2 (e) .2 (on ) ] TJ ET C

Mr. Neil P. Baird, Director of the Writing Center at WIU ([www.wiu.edu/uwc](http://www.wiu.edu/uwc)), e-mail NP-Baird@wiu.edu, is willing to assist. However, you are responsible for proofreading. He is willing to provide feedback on drafts remotely, i.e., electronically and through telephone. I know some of you are at a distance from Macomb. What you would need to do is email him your draft. Put in the Subject line: Internship Paper. Indicate times you would be available for phone help. Allow him at least three work days.

!

## APPENDIX B

USING WORD 2010 TO CREATE PARTS OF THE FINAL INTERNSHIP PAPER





## APPENDIX C

### HINTS ON REFERENCES, IN-TEXT CITATIONS, AND PERSONAL COMMUNICATIONS

## **Hints on References, In-Text Citations, and Personal Communications**

### **Final Paper Internship Revisions**

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**A Written Handbook or Manual**



APPENDIX D  
COMMON

## COMMON WRITING ERRORS

1. Use of acronyms that have not been defined previously. All acronyms should be spelled out fully the first time they are used in your narrative. Example: Illinois Emergency Management Agency (IEMA). After that, you may use the acronym IEMA in your text. Completely spell out all terms in your table of contents. Exception: Common acronyms, such as FEMA, that are generally recognized by the lay public do not need to be fully defined the first time the acronym is used.
2. Active versus passive sentence construction. Passive: The report was completed by me. Active: I completed the report. With active construction, the subject does the action, which is the verb. Active construction is much more powerful and easier to read and understand.
3. Unclear referents. The use of unclear referents occurs when you begin with a pronoun that refers to someone or something in the preceding sentence. However, it is unclear in to which noun in the preceding sentence to which the pronoun refers. Example: The homeless could benefit from services of health professionals. They would contribute significantly to their health and well-being. Note: It is unclear if “they” and “their” refers to the homeless or health professionals or some combination of both.
4. In formal writing, it is not acceptable to use such terms as 1<sup>st</sup>, 2<sup>nd</sup>, and 8<sup>th</sup>. Correct: June 8, 2013, . . . Incorrect: On June 8<sup>th</sup>, . . . Correct: Eighth Annual Music in the Park Fair Incorrect: 8<sup>th</sup> Annual Music in the Park Fair. Terms such as first, second, etc., should be spelled out.
5. Avoid using words that are unnecessary or detract from the power of the message, such as “feel like.” Weak: I feel like maybe I did a good job because . . .; Stronger: I did a good job because . . .
6. Sentences beginning with “Also.” Also usually modifies the verb. Incorrect: I wrote the paper. Also, I wrote the project paper. Correct: I wrote the paper. I also wrote the project paper.

OR: I wrote the final paper; I also wrote the project paper.

OR: I wrote the final paper and the project paper.

7. In nearly all cases, numbers ten and less should be spelled out. Correct: I called five people. Incorrect: I called 5 people.