

# A Multi-student Evaluation Internship: three perspectives

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Government of **Western Australia**  
Department of **Health**



**Murdoch**  
UNIVERSITY

# Background

	Stage One	Stage Two	Stage Three
Time Period	January-June 2015	July-December 2015	January-June 2016
Purpose	Scope and plan evaluation study	Develop data collection instruments and collect data	Analyse data, write and present final report
Output	Evaluation plan	Data instruments, data files and briefing report	Final report
Student	Will Dubuisson	Darcy Rowe	Ben Shipp

# Elements of a Quality Internship

Three aspects of quality internships:

- ◆ The Student Experience
  - ★ Preparation, Placement, Reflection
- ◆ Communication
- ◆ Resources

Murdoch University (2011) Work Integrated Learning Policy

Patrick, C-j., et al. (2008, December). The Work Integrated Learning report: A national scoping study [Australian Learning and Teaching Council Final report]. Brisbane: QUT

# Employer Perspective

- ◆ Planning an evaluation AND a student work placement
- ◆ Identifying roles, responsibilities and tolerances
- ◆ Providing a supportive and learning work experience
- ◆ (Planned) Monitoring and reflecting at appropriate checkpoints
- ◆ Building working relationships to foster communication
- ◆ Allocating sufficient resources for the project AND the student

- Planning an evaluation AND a student work placement
  - Adequately plan and understand the requirements of the Department and the University
  - Create flexible timelines (provide capacity to take additional time if necessary)
- Identifying roles, responsibilities and tolerances
  - Project management, student recruitment, expertise etc
- Providing a supportive and learning work experience
  - Introducing the student to the work place
  - Encouraging their development/input (don't spoon feed them too much – think on their own two feet and provide constructive feedback)
- (Planned) Monitoring and reflecting at appropriate checkpoints
  - Be proactive in monitoring (find a healthy balance at managing everyone without micromanaging)
- Building working relationships to foster communication
  - Getting to know the student
- Allocating sufficient resources for the project AND the student
  - Time as an investment not a cost

# University Perspective

- ◆ Need to plan the internship within University guidelines and with the Health Department
- ◆ Allocate time to supervise student and meet with Department
- ◆ Identify suitable students
- ◆ Identify methods of employer input into assessment
- ◆ Manage professional development of students

Ensure outputs are assessable

Manage university bureaucracy

Interview

Used existing rubrics for employer contribution to assessment

WA Treasury Evaluation Plan and Evaluation Report Templates/checklists

Sent each student to a workshop on evaluation – funds provided by Health Dept

# Student Perspective

- ◆ Planning and utilising handover documents
- ◆ Managing employer and university deliverables
- ◆ Identifying clear and concise roles and responsibilities
- ◆ Utilise professional development opportunities
- ◆ Reflecting on gained experience

# Summary and Conclusions

- ◆ Successful for all three parties
- ◆ Ongoing relationship established
- ◆ Lessons learned

## Success –

All three students performed well and given high marks

Evaluation was considered success by Health Dept

Murdoch tested a model and willing to use it again

## Relationship established between MU and Health

Willing to take future interns

Supported relationship in new Masters in Health Policy

## Lessons learned

Need to establish clear communication lines

Need to better prepare each student – workshop in evaluation