Department of Kinesiology and Health Science  
HSC 480.001 – Health Science Internship  
Spring 2017

Instructor: Dare Chronister  
Office: HPE 208  
Contact: 936-468-3988 (HPE Office)  
936-468-6243 (Athletic Office)  
580-490-1758 (Cell Phone)  
Office Hours: MTWF: 3:00-5:00 p.m. Athletic Academic Building A100  
M: 6:00-9:00 p.m. Library  
R: 2:00-4:00 p.m. HPE Room 208 or by appointment

Course Time & Location: Determined by site supervisor  
Credits: 3 hours  
Email: dchronister@sfasu.edu

Prerequisites: HSC 470 prior to enrolling in HSC 480. You must be a senior (95+ hours) in order to apply for your internship. You must complete all other HSC course work or be currently enrolled in all the required HSC courses before enrolling in HSC 480. HSC 480 can be taken concurrently with no more than 12 hours during fall and spring or 6 hours during summer sessions. Must be a HSC or KIN major.

I. Course Description: Supervised work experience in an approved community health agency. Prerequisites: HSC 470, senior standing and permission from Department Chair.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

1. This course links with SFA Initiative #4: Develop a learner-centered environment.
2. This course links with SFA’s COE Goal and Initiative #2: Prepare educators and industry professionals.
3. This course links with SFA Initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences.
4. This course links with SFA’s COE Goal and Initiative #6: Collaborate with external partners.

Program Learning Outcomes:

Community Health Program
1. The student will be able to plan and evaluate a community based health lesson.
2. The student will construct a professional portfolio to be used as a personal career-marketing tool for employment opportunities.
3. The student will write a grant and submit the grant’s request for funding proposal (RFP).
4. The student will be able to communicate health information.
5. The student will design and implement a health behavior change plan that they will monitor for the semester

Student Learning Outcomes:

1. To provide an opportunity to observe, practice and apply theories and techniques learned in the classroom. (AAHE Standards I, IV, V, VII, & VIII)
2. To provide an opportunity to become acquainted with a variety of community health settings, programs and professionals. (AAHE Standards I & VII)
3. To provide an opportunity to recognize leadership strengths and limits and to help alleviate weaknesses through concentrated work experience. (AAHE Standards I & VII)
4. To provide an opportunity to develop new interest in the community health profession.
5. To provide an opportunity to develop insights and perspectives of self and of others.
6. To provide an opportunity for students to present their learning and experience to other students seeking internship sites. (AAHE Standard VII)

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. Complete weekly progress reports (see Appendix C) to submit to binder and all assignments in Appendices D-G (your site supervisor will complete Appendix E. Your site supervisor can email/mail it directly to me or they can give you a copy to submit to me. (SLO #1-to provide the opportunity to observe, practice, and apply theories and techniques learned in the classroom; SLO #5-To provide an opportunity to develop insights and perspectives of self and of others).
2. The Evaluation of Student Intern will be filled out by your site supervisor. They can submit it directly to me or to you to turn in with your binder. Please note: if there is any mention of punctuality or dependability issues or inappropriate cell phone/electronics usage your letter grade will be dropped by one letter grade on the Site Supervisor Evaluation & Intern Performance section of your grade. Please refer to page 6 of the Internship Manual for student performance expectations. (SLO #3: To provide an opportunity to recognize leadership strengths and limits and to help alleviate weaknesses through concentrated work experience-AAHE Standards I & VI).

3. HSC Internship Presentation Video (to be submitted via Discussion Board on D2L)
   **DUE Friday, December 8th** (SLO #6: To provide an opportunity for students to present their learning and experience to other students seeking internship sites-AAHE Standard VII)

   - Binders and all supporting materials due by noon on **Friday, December 8th**. Hard copy only.
   - All assignments must be completed and turned in before receiving a grade in the class. **If assignments are not completed and submitted by December 8th student's final grade will reflect the missing work.**

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Evaluation &amp; Assessments</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Site Supervisor Evaluation &amp; Intern Performance</td>
<td>48 points</td>
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<tr>
<td>Binder</td>
<td>48 points</td>
</tr>
<tr>
<td>Internship Presentation Video</td>
<td>12 points</td>
</tr>
<tr>
<td>Completion of 145 hours</td>
<td>12 points</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>120 points</strong></td>
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Grading Scale:
- A=90% or higher (108+ points)
- B=80%-89% (96-107 points)
- C= 70-79% (84-95 points)
- D=60%-69% (72-83 points)
- F=Below 59% (71 points or less)

V. Course Outline/Calendar*:

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Log onto D2L for information and instructions&lt;br&gt;Meet with Site Supervisor and review expectations (Learning Goals, Narrative Report, Evaluation, and weekly journals)&lt;br&gt;Start work on Learning Goal #1, Narrative Report, and meet with your supervisor about project ideas (Learning Goal #7)&lt;br&gt;Complete Weekly Progress Report</td>
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<tr>
<td>Week 2</td>
<td>Work on Site&lt;br&gt;Complete Weekly Progress Report</td>
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<tr>
<td>Week 3</td>
<td>Learning Goal #2&lt;br&gt;Work on Site&lt;br&gt;Complete Weekly Progress Report</td>
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<td>Week 4</td>
<td>Work on Site&lt;br&gt;Complete Weekly Progress Report</td>
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<td>Week 5</td>
<td>Learning Goal #3&lt;br&gt;Work on Site&lt;br&gt;Complete Weekly Progress Report</td>
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<tr>
<td>Week 6</td>
<td>Work on Site&lt;br&gt;Complete Weekly Progress Report</td>
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<tr>
<td>Week 7</td>
<td>Learning Goal #4&lt;br&gt;Work on Site</td>
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<tr>
<td>Week</td>
<td>Assignment Details</td>
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<tr>
<td>------</td>
<td>-------------------------------------------------------------------------------------</td>
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<tr>
<td>8</td>
<td>Work on Site</td>
</tr>
<tr>
<td>9</td>
<td>Learning Goal #5</td>
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<tr>
<td></td>
<td>Complete Weekly Progress Report</td>
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<tr>
<td>10</td>
<td>Work on Site</td>
</tr>
<tr>
<td>11</td>
<td>Learning Goal #6</td>
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<tr>
<td></td>
<td>Complete Weekly Progress Report</td>
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<tr>
<td>12</td>
<td>Work on Site</td>
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<tr>
<td>13</td>
<td>Finalize and Complete Learning Goal #7</td>
</tr>
<tr>
<td>14</td>
<td>Complete Narrative Report (Appendix D) and Assemble Binder</td>
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<td></td>
<td>Complete Site Evaluation (Appendix F)</td>
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<tr>
<td>15</td>
<td>(Dead Week)</td>
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*The Course Outline/Calendar is set up for an internship that spans a traditional semester and is offered as a guide to help complete the assignments required for the internship. An intern’s timeline might be different depending on their site supervisor’s preference.

VI. Readings (Required and recommended – including texts, websites, articles, etc.):

1. **Internship Manual (Updated January 2015).** Available on D2L.
   
   A copy of the internship manual was emailed to you in the spring. Another copy is available via D2L.

2. **LiveText Statement:**

   The LiveText data management system collects critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

   **If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu.** Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning and accreditation.
2. Instruction evaluation purposes
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, ad accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!
In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who completed the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after the final grades are posted.

VIII. Student Ethics and Other Policy Information:

A. Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Please note: your attendance is determined and monitored by your site supervisor and you are expected to comply with site attendance policies but you will be held academically accountable for your attendance and punctuality at your site. Any indication your site supervisor makes regarding punctuality or attendance on your final evaluation can affect your grade. Please contact me with any questions or concerns.

B. Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

C. Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

D. Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

E. Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

F. Food and Beverages in Academic Areas Policy (B-8)
Limited consumption of food or beverages is permitted in the public areas of the Steen Library. Consumption of food or beverages is prohibited in all indoor classrooms and laboratories. NO FOOD OR DRINK IN THE HPE CLASSROOMS.

Additional Information:
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:
1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

Expectations
1. Please check in with the internship site supervisor and refer to the Internship Manual/D2L for expectations as they relate to professional conduct and expectations at internship sites.

2. Email etiquette (adapted from Dr. John Janowiak at UNC Chapel Hill) and Professionalism:
When you e-mail friends, you can be as informal as you wish. However, when you write to your employer, professor, or supervisor you should use proper and polite language. By training yourself to write properly, you develop skills necessary to deal with future clients and supervisors, who are unlikely to tolerate bad e-mail manners. Please use the following guidelines when e-mailing me and other professors.

- Even telephone conversations start with “Hello” and end with “Goodbye.” Therefore, please use a formal salutation when e-mailing professors, such as: “Dear Dr. Chronister” or “Dr. Dare Chronister”.
- When e-mailing faculty, remember that you are not communicating with a friend or relative, therefore do not
use informal language in your e-mails.

- **If you have a request, say it politely.** You can start with “I would like to ...”, “I wonder if you can ...,” “May I ...,” “Is it possible to ...,” “Do you mind ...?” DO NOT WRITE: “I want to know ...,” “I want you to,” “Send this to me,” “Tell me when ....” Just adding the word “please” does not mean that you are being polite.

- **Your identity is an important clue to the context of the message.** Every semester I teach hundreds of students in numerous classes; therefore identify yourself as a student in the class you are enrolled in, such as: “Dear Mrs. Morton, I am a student enrolled in your online HSC 216 course.” Also, please include a brief description of the subject of your email in the subject line of the email.

- **Be concise.**

- **Always re-read your e-mails** and check for spelling and grammatical mistakes before sending them. (Also, recommended for the assignments you submit).

- **When needing to schedule an appointment outside of my office hours, please suggest a few time slots, but always say something like** “If these times do not suit you, please feel free to let me know any other time that you prefer / that is convenient to you.” If you cannot make the date suggested, say, “I am sorry, but I cannot come to see you on [Monday].” Do not say, “I am not available on [Monday].”

In conclusion, if you do not use a formal salutation and my name or establish who you are and in what class you are enrolled, your e-mail message will not be read or responded to.

Failure to follow the expectations outlined above can result in being dismissed from class and counted absent.