Department of Kinesiology and Health Science  
Health Science Internship (HSC 480-1)  
Spring 2018

Instructor: Dr. DawnElla M. Rust  
Office: HPE 215  
Contact: 936-468-1495  
Office Hours: TTh 11-12 & 1:30-2:30; MW 2-3; F by appointment

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

Prerequisites: HSC 470 prior or concurrently 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):**

This course links with SFA’s Envisioned Goal 2: Our students will be engaged and empowered.  
This course links with SFA’s PCOE Goal 1: We will provide transformational experiences for our students.

This course links with SFA’s Envisioned Goal 5: We will be an innovative university.  
This course links with SFA’s PCOE Goal 5: We will provide academic and co-curricular innovations.

**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. Upload all Weekly Progress Reports (see Intern Manual - Appendix B) and all assignments in the Intern Manual Appendices C-F to D2L.

2. The Evaluation of Student Intern (Appendix D) will be filled out by your site supervisor. They can submit it directly to me or you may upload the evaluation into D2L.

3. HSC Internship Presentation Video (to be submitted on D2L)
HSC 480 Internship

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Evaluation of Student Intern</th>
<th>50 points</th>
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<tbody>
<tr>
<td>Weekly Progress Report, Narrative Report,</td>
<td>50 points</td>
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<tr>
<td>Student Evaluation of Intern Site, and Learning Goals</td>
<td></td>
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<tr>
<td>Internship Presentation</td>
<td>10 points</td>
</tr>
<tr>
<td>Completion of 145 hours</td>
<td>10 points</td>
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<tr>
<td>TOTAL =</td>
<td>120 points</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 and check your D2L emails on a regular basis. Meet with Site Supervisor and review expectations (Learning Goals, Narrative Report, Evaluation, and Weekly Progress Reports). <strong>Start work on Learning Goal #1, Narrative Report, and meet with your supervisor about project ideas (Learning Goal #7). Upload Weekly Progress Report.</strong></td>
</tr>
</tbody>
</table>
| Week 2 | **Work on Site**

  - Learning Goal #1 DUE in D2L
  - Upload Weekly Progress Report |
| Week 3 | **Work on Site**

  - Learning Goal #2 DUE in D2L
  - Upload Weekly Progress Report |
| Week 4 | **Work on Site**

  - Upload Weekly Progress Report |
| Week 5 | **Work on Site**

  - Learning Goal #3 DUE in D2L
  - Upload Weekly Progress Report |
| Week 6 | **Work on Site**

  - Upload Weekly Progress Report |
| Week 7 | **Work on Site**

  - Learning Goal #4 DUE in D2L
  - Upload Weekly Progress Report |
| Week 8 | **Work on Site**

  - Upload Weekly Progress Report |
| Week 9 | Spring Break |
| Week 10 | **Work on Site**

  - Learning Goal #5 DUE in D2L
  - Upload Weekly Progress Report – Must log 90 hours prior to Friday |
| Week 11 | **Work on Site**

  - Learning Goal #6 DUE in D2L
  - Upload Weekly Progress Report |
| Week 12 | **Work on Site**

  - Upload Weekly Progress Report |
| Week 13 | **Work on Site**

  - Upload Narrative Report (Appendix C)
  - Upload Weekly Progress Report |
| Week 14 | **Work on Site**

  - Learning Goal #7 DUE in D2L
  - Upload Weekly Progress Report
  - Meet with Supervisor to discuss Site Supervisor Evaluation of Intern (Appendix D) |
| Week 15 | Submit to me or Site Supervisor Evaluation of Intern (Appendix D) uploaded to D2L

  - Upload Presentation
  - Upload Intern Evaluation of Intern Site (Appendix E) |
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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.):

*Internship Manual (Updated January 2018).* Available on D2L and a copy of the Internship Manual will be emailed to you in the spring.

VII. Course Evaluations:

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

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

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. In the PCOE, 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 complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

**Attendance and Excuse 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 (including the first 12th day attendance report) 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.

**Academic Accommodations 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, 468-3004/468-1004 (TDD) 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/

**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).

**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.

**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. 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 policy 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 [http://www.sfasu.edu/judicial/earlyalert.asp](http://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**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. Rust.”
   - 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 Dr. Health, 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.
3. **Failure to follow the expectations outlined above can result in being dismissed from your internship site and an appropriate grade will be recorded.**

### HSC 430 – Social and Emotional Health

**Curriculum Alignment**

<table>
<thead>
<tr>
<th>Assignments/Assessments</th>
<th>NCHEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative Report</td>
<td>I, VI</td>
</tr>
<tr>
<td>Intern Evaluation of Site</td>
<td>I, IV</td>
</tr>
<tr>
<td>Modules</td>
<td>I, II, III, IV, V, VI, VII</td>
</tr>
<tr>
<td>Presentation</td>
<td>I, II, VIII</td>
</tr>
</tbody>
</table>

Refer to PCOE website for master list of standards.