Department of Kinesiology and Health Science
Health Science Internship (HSC 480-600)
SUM II 2019

**Instructor:** Dr. DawnElla M. Rust  
**Course Time & Location:** Determined by site supervisor  
**Office:** Salida, CO  
**Credits:** 3 hours  
**Contact:** 936-554-2393  
**Email:** drust@sfasu.edu  
**Office Hours:** M-F I will respond to emails in 24 hours

I. **Course Description:** Supervised field experience in an approved community health agency.

**Course Justification:** HSC 480 "Health Science – Community Health Internship" (3 credits) is a supervised experience in an approved community health agency/organization with emphasis on the Seven Areas of Responsibility of an Entry-Level Health Educator. Faculty meet with students the semester before the internship to complete the required paperwork in the internship manual and go over expectations. Typically, for a 3-hour internship, students work 150 hours (50 hours per unit of credit). Students intern in fields related directly to their career or academic objectives, and internship sites will foster the development and application of new career-related skills. In addition to onsite work expectations, students have required academic components and deliverables: weekly progress reports, seven specific learning goals, a summary PowerPoint of the agency/organization, an evaluation of the internship site, and the site supervisor’s evaluation of the students’ performance. These activities, inclusive of the onsite internship expectations and academic components, average a minimum of 16 hours of work each week.

**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 either a HSC or KIN major.

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)
HSC 480 Internship

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
- Upload all Weekly Progress Reports (see Intern Manual - Appendix B) and all assignments in the Intern Manual Appendices C-F submitted in BRIGHTSPACE.
- 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 BRIGHTSPACE.
- Intern Site Overview powerpoint (to be submitted in BRIGHTSPACE).

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Points</th>
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<tbody>
<tr>
<td>Evaluation of Student Intern</td>
<td>50</td>
</tr>
<tr>
<td>Weekly Progress Report, Student Evaluation of Intern Site, and Learning Goals</td>
<td>42</td>
</tr>
<tr>
<td>Intern Site Overview</td>
<td>10</td>
</tr>
<tr>
<td>Completion of 145 hours</td>
<td>10</td>
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<tr>
<td>TOTAL</td>
<td>112</td>
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Grading Scale:
- A=90% or higher (100+ points)
- B=80%-89% (89-99 points)
- C= 70-79% (78-88 points)
- D=60%-69% (67-77 points)
- F=Below 59% (68 points or less)

V. Course Outline/Calendar*:

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| Week 1| • Log onto BRIGHTSPACE for information and instructions and check your BRIGHTSPACE emails on a regular basis  
       | • Meet with Site Supervisor and review expectations (Learning Goals, Evaluation, Intern Site Overview, and Weekly Progress Reports)  
       | • Start work on Learning Goals and meet with your site supervisor about project ideas (Learning Goal #7)  
       | • Begin Weekly Progress Reports  |
| Week 2| Work on Site  
       | • Upload Learning Goals #1-3  
       | • Upload Weekly Progress Reports #1 & 2  
       | o All DUE in BRIGHTSPACE by 7 pm on Th, July 25  |
| Week 3| Work on Site  
       | • Upload Learning Goals #4-6  
       | • Upload Weekly Progress Report #3  
       | o All DUE in BRIGHTSPACE by 7 pm on Th, August 1  |
| Week 4| Work on Site  
       | • Upload Learning Goal #7  
       | • Upload Weekly Progress Report #4  
       | • Upload Intern Site Overview  
       | o All DUE in BRIGHTSPACE by 7 pm on Thursday, August 8  |
| Week 5| Work on Site  
       | • Upload Weekly Progress Report #5  
       | • Upload Site Supervisor Evaluation of Intern (Appendix D)  
       | • Upload Intern Evaluation of Intern Site (Appendix E)  
       | o All DUE by 7 pm on Monday, August 12  |

*The Course Outline/Calendar is set up for an internship that is completed during SUM 2 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 or when you begin logging hours. You can begin logging your hours for SUM 2 when registered in HSC 480 Internship AND SUM I begins (June 10, 2019). You do not have to wait until the DUE date to submit assignments!!!!

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

Internship Manual (Updated April 2019). Available on BRIGHTSPACE and a copy of the Internship Manual will be emailed to you prior to SUM I (June 10, 2019).

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 Misfit. 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:**

1. **Please check in with the internship site supervisor and refer to the Internship Manual/BRIGHTSPACE 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 480 – Community Health Internship

#### Curriculum Alignment

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<thead>
<tr>
<th>Assignments/Assessments</th>
<th>NCHEC</th>
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<tbody>
<tr>
<td>Intern Evaluation of Site</td>
<td>I, IV</td>
</tr>
<tr>
<td>Learning Goals</td>
<td>I, II, III, IV, V, VI, VII</td>
</tr>
<tr>
<td>Intern Site Overview</td>
<td>I, II, VIII</td>
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</tbody>
</table>

Refer to PCOE website for master list of calendars.