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

Course Justification: HLTH 4180 “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.

Course Delivery Modality: F2F if traditional, online asynchronous if alternative (COVID) option.

Prerequisites: HLTH 4370 prior or concurrently to enrolling in HLTH 4180. 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 4180. HLTH 4180 can be taken concurrently with no more than 12 hours during fall and spring or 6 hours during summer sessions. Must be either a HLTH or KINE major.

Diversity: The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a
II. Intended Learning Outcomes/Goals/Objectives:

1. This course links with SFA’s Envisioned Goal 2: Our students will be engaged and empowered.
2. This course links with SFA’s PCOE Goal 1: We will provide transformational experiences for our students.
3. This course links with SFA’s Envisioned Goal 5: We will be an innovative university.
4. This course links with SFA’s PCOE Goal 5: We will provide academic and co-curricular innovations.

Program Learning Outcomes (Health Science):

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 be able to communicate health information.
4. The student will design and implement a health behavior change plan that they will monitor for the semester.

Student Learning Outcomes - The student will be able to:

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 for Traditional Internship Students:

1. **Weekly Logs:** Weekly hour of logs from experience at site.

2. **Learning Activities:** A variety of assignments for student to complete on site with internship staff and supervisor.

3. **Site Evaluation:** This is an evaluation of the site by the student.

4. **Student Evaluation:** This will be an evaluation the site supervisor completes regarding the students

5. **Site Overview Presentation:** Short PowerPoint overview of the site and the student’s responsibility.
6. **Attendance**: Will be recorded via submission of assignments by due dates. Completed hours with internship site, and engagement in online content.

7. **Instructional Strategies**: Multiple strategies such as discussion, on-line activities, readings, presentations, and other various teaching techniques/strategies will be used throughout this course.

8. **Technology**: This course will utilize D2L by Brightspace, YouTube video links, TedTalks, internet links to websites and articles, PowerPoint, discussions, Microsoft Word, and Zoom. Other potential apps may be Kahoot, Flipgrid, and Prezi.

IV. **Evaluation and Assessment**:

- Completion of 150 internship hours – 50 points
  i. (every 3 hours completed is = to 1 point)
- Student Site Evaluation – 15 points
- Student Evaluation from Supervisor – 15 points
- Student Site Overview PowerPoint Presentation – 10 points
- Completion of Learning Activities - 10 points
  i. (2 points per learning activity completed)
  ii. Learning activities may have multiple components, each component must be complete, or addressed to earn the points

<table>
<thead>
<tr>
<th>Total Course Points</th>
<th>100</th>
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<tbody>
<tr>
<td>Traditional Internship</td>
<td></td>
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<tr>
<td>Letter Grade</td>
<td>Points Needed</td>
</tr>
<tr>
<td>A = 90%+</td>
<td>90+</td>
</tr>
<tr>
<td>B = 80-89.99%</td>
<td>80-89</td>
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<tr>
<td>C = 70-79.99%</td>
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<tr>
<td>D = 60-69.99%</td>
<td>60-69</td>
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<tr>
<td>F = Below 59.99%</td>
<td>59 or below</td>
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III.2. **Course Assignments, Activities, Instructional Strategies, use of Technology for COVID Alternative Internship Students**:

1. **Online Content Logs**: Log of hours completed – will be in sets of 10 hours per log for a total of 50 hours of online content

2. **Evaluation Sheets**: A completed evaluation sheet for each online activity watched/read/reviewed.

3. **Career Plan Paper**: Paper in APA format discussing the student experience at SFA, career goals, and how SFA can help.

4. **Alternative Internship Presentation**: PowerPoint presentation explaining the strengths and weaknesses of completing the alternative internship, how they will
use the information learned in the future, and what their favorite and least favorite aspects of the internship.

5. **Attendance:** Will be recorded via submission of assignments by due dates. Completed hours online hours, and engagement in online content.

6. **Instructional Strategies:** Multiple strategies such as discussion, on-line activities, readings, presentations, and other various teaching techniques/strategies will be used throughout this course.

7. **Technology:** This course will utilize D2L by Brightspace, YouTube video links, TedTalks, internet links to websites and articles, PowerPoint, discussions, Microsoft Word, and Zoom. Other potential apps may be Kahoot, Flipgrid, and Prezi.

V. **Evaluation and Assessment:**
   - Completion of 50 online content hours & evaluation sheets – 50 points
     i. (every 1 hour completed WITH evaluation sheet is = to 1 point)
   - Career Plan Paper – 25 points
   - PowerPoint Presentation – 25 points

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VI. **Tentative Course Schedule:** Please see last two pages for schedule. Schedule depends on type of internship student has (traditional or alternative).

VII. **Required Textbook:** N/A

   **Required Readings:** Any articles posted on D2L or resources given to the student by the site supervisors.

VIII. **Course Evaluations:**
At 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:
   a. Course and program improvement, planning, and accreditation
   b. Instruction evaluation purposes; and
   c. Making decisions on faculty tenure, promotion, pay, and retention
d. 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. Therefore, your response is critical.

e. 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.

IX. Student Ethics and Other Policy Information: [http://www.sfasu.edu/policies/](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 12-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/](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.
Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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 Early Alert Program at SFA.

**Masks:** (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


**Mental Health:** SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

X. **Important Course Information:**
- Look under “Course Content” in your D2L course for weekly lectures, assignments and other information.
• Late assignment submissions will not be accepted. Submission dates are entered as the time you click on the submit button, NOT the time that you access D2L. Don't wait until the last minute to begin/submit your assignments!

• Communication is key! If you communicate with me about scheduling issues and due dates I am able to help you. Not communicating until after the deadline may result in a grade of 0 if it is late or incomplete.

• 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. Wagner-Greene” 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... I am a student enrolled in your Health _____ 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 emails and check for spelling and grammatical mistakes before sending them.

• 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].”

See Next Page for Tentative Course Schedule
### Course Schedule for Traditional Internship Students

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review all course requirements/Assignments</td>
<td>ASAP – email with any questions about what your course expectations are</td>
</tr>
<tr>
<td>Weekly log #1 &amp; Learning Activity #1</td>
<td>5/23</td>
</tr>
<tr>
<td>Weekly log #2</td>
<td>5/30</td>
</tr>
<tr>
<td>Weekly log #3 &amp; Learning Activity #2</td>
<td>6/6</td>
</tr>
<tr>
<td>Weekly log #4</td>
<td>6/13</td>
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<tr>
<td>Weekly log #5</td>
<td>6/20</td>
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<tr>
<td>Weekly log #6 &amp; Learning Activity #3</td>
<td>6/27</td>
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<tr>
<td>Weekly log #7</td>
<td>7/4</td>
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<tr>
<td>Weekly log #8 &amp; Learning Activity #4</td>
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<td>Weekly log #9</td>
<td>7/18</td>
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<tr>
<td>Weekly log #10 &amp; Learning Activity #5</td>
<td>7/25</td>
</tr>
<tr>
<td>Weekly log #11 &amp; Intern Site Overview Presentation</td>
<td>8/1</td>
</tr>
<tr>
<td>Weekly log #12 &amp; Student Evaluation &amp; Site Evaluation</td>
<td>8/4</td>
</tr>
</tbody>
</table>

### Course Schedule for Alternative Internship Students

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review all course requirements/Assignments</td>
<td>ASAP – email with any questions about what your course expectations are</td>
</tr>
<tr>
<td>First log of 10 hours &amp; evaluation sheets (10 hours complete)</td>
<td>6/6</td>
</tr>
<tr>
<td>Career Plan Paper</td>
<td>6/13</td>
</tr>
<tr>
<td>Second log of 10 hours &amp; evaluation sheets (20 hours complete)</td>
<td>6/27</td>
</tr>
<tr>
<td>Third log of 10 hours &amp; evaluation sheets (30 hours complete)</td>
<td>7/11</td>
</tr>
<tr>
<td>Fourth log of 10 hours &amp; evaluation sheets (40 hours complete)</td>
<td>7/25</td>
</tr>
<tr>
<td>Fifth log of 10 hours &amp; evaluation sheets (50 hours complete)</td>
<td>8/1</td>
</tr>
<tr>
<td>Alternative internship presentation</td>
<td>8/4</td>
</tr>
</tbody>
</table>