Prerequisites: HLTH 4170 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.

I. Course Description: Supervised work experience in an approved exercise science industry.

Course Delivery Modality: Face-to-Face on-site at internship location/Online

Course Justification: HLTH 4180 “Public Health – Community Health Internship” (3 credits) is a supervised experience in 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.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes): The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

- Program Learning Outcomes:
  1. The student will design and implement a health behavior change plan. HLTH 1304 - Health Behavior Evaluation (NCHEC I, II & IV)
  2. The student will assess population health and health determinants and identify strategies for population health improvement. HLTH 3360 – PowerPoint Presentation (NCHEC I, III, VI & VII)
3. The student will apply principles of cultural competence in selecting and/or designing strategies/interventions. HLTH 4320 – Health Lesson (NCEC I, II, VI, & VII)
4. The student will demonstrate the knowledge and skills to develop a health proposal for a specific health issue. HLTH 4389 – Health Proposal (NCHEC I, II, & V)

If this is a general education core curriculum course and no PLOs are taught in this course then insert the following statement under this heading:

- **Student Learning Outcomes: Course Specific**
  1. Analyze data to determine the health of a priority population (NCHEC I).
  2. Synthesis assessment process (NCHEC I).
  3. Define desired outcomes (NCHEC II).
  4. Determine health education and promotion interventions (NCHEC II).
  5. Develop plans and materials for implementation and evaluation (NCHEC II).
  6. Deliver health education and promotion interventions (NCHEC III)
  7. Interpret data (NCHEC IV).
  8. Use Findings (NCHEC IV).
  9. Determine factors that affect communication with the identified audience(s) (NCHEC VI).
  10. Select methods/technologies used to deliver message(s) (NCHEC VI).
  11. Coordinate relationships with partners and stakeholders (NCHEC VII).
  12. Practice in accordance with established ethical procedures (NCHEC VIII).
  13. Engage in professional development to maintain/enhance proficiency (NCEC VIII).

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

- **Assignments/Activities:**
  - Weekly logs/recording of hours
  - Learning activities
  - Evaluation of Site
  - Site Overview PowerPoint
  - Evaluation of Student by Supervisor

- **Instructional Strategies:** Instrucational strategies vary based on the site and focus of the student’s internship. Some strategies may include, online videos, personal stories, website links, observation, training, and other engagement approaches.

- **Technology:** This course will utilize D2L by Brightspace. The internship site may use additional technology.
IV. Evaluation and Assessments (Grading): Completion of 150 internship hours – 150 points
   i. (1 hour = 1 point)
• Student Site Evaluation – 25 points
• Student Evaluation from Supervisor – 15 points
• Student Site Overview PowerPoint Presentation – 25 points
• Completion of Learning Activities - 35 points
   i. (5 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>250</th>
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</thead>
<tbody>
<tr>
<td>Letter Grade</td>
<td>Points Needed</td>
</tr>
<tr>
<td>A = 90%+</td>
<td>225 or above</td>
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<tr>
<td>B = 80-89.99%</td>
<td>200 – 224.999</td>
</tr>
<tr>
<td>C = 70-79.99%</td>
<td>175 – 199.999</td>
</tr>
<tr>
<td>D = 60-69.99%</td>
<td>150 – 174.999</td>
</tr>
<tr>
<td>F = Below 59.99%</td>
<td>149.999 or below</td>
</tr>
</tbody>
</table>

V. Tentative Course Outline/Calendar:
   • See last page for tentative course schedule

VI. Readings (Required and recommended—including texts, websites, articles, etc.):
   • Recommended Textbook: N/A
   • Required Readings: All articles/websites/readings posted to the course D2L page or provided from internship site.

VII. Course Evaluations: “Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, 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. Therefore, your response is critical!”

In the Perkins 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 complete the survey, all ratings and comments are confidential and anonymous, and summarized data will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Policy

- **Institutional Absences (HOP 04-110)**
  
  An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

  Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

  • For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

  • More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

- **The Code of Student Conduct and Academic Integrity (HOP 04-106)** outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

  Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or...
using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

Additionally, use of AI for generation of the Podcast project will result in a reduction in points.

- **Withheld Grades Semester Grades Policy (HOP policy 02-206)**
  Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

- **Students with Disabilities**
  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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

- **Student Wellness and Well-Being**
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

  If you are experiencing concerns, seeking help, 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.

- **Other important course-related policies:**
  Due Dates: All assignments are due by the designated due date/time. *Late work will not be accepted* unless there is proper/relevant documentation or communication has been made prior to the due date with the instructor. There will be a grace period of 10 mins past 11:59pm to account for upload time. As a student it is important to communicate with me if you are unable to meet a deadline or complete an assignment. Communication prior to due dates can help facilitate discussions about potential extensions or accommodations.

  Final Grades/Assignment Grades: There will be *no rounding* of final grades or individual assignment grades.

  *Again, late work will not be accepted and will receive a grade of 0* unless there is proper/relevant documentation or communication has been made prior to the due date with the instructor. There will be a grace period of 10 mins past 11:59pm to account for upload time,. 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!

**IX: Resources**

- **On-campus Resources:**
  - The Dean of Students Office (Rusk Building, 3rd floor lobby)  
    [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents) Phone: 936.468.7249 email: dos@sfasu.edu
  - SFASU Counseling Services • [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
o SFASU Human Services Counseling Clinic •
   www.sfasu.edu/humanservices/139.asp Human Services Room 202 Phone:
   936-468 1041

o The Health and Wellness Hub “The Hub”
   a. Location: corner of E. College and Raguet St.
   b. To support the health and well-being of every Lumberjack, the Health and
      Wellness Hub offers comprehensive services that treat the whole person – mind,
      body and spirit. Services include:
         i. Health Services
         ii. Counseling Services
         iii. Student Outreach and Support
         iv. Food Pantry
         v. Wellness Coaching
         vi. Alcohol and Other Drug Education www.sfasu.edu/thehub
            Phone:936.468.4008 email: thehub@sfasu.edu

Crisis Resources:
   o Burke 24-hour crisis line 1(800) 392-8343
   o National Suicide Crisis Prevention: 9-8-8
   o Suicide Prevention Lifeline 1(800) 273-TALK (8255)
   o Crisis Text Line: Text HELLO to 741-741

X: Other Relevant Course Information:

- 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. 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” or “Dear Dr. W-G”

- 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”, 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 ___ course.”

• Also, please include a brief description of the subject of your email in the subject line of the email.

• 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].

• Weekly reading assignments must be completed prior to class meetings to facilitate discussion.

• Look under “Course Content” in your D2L course for weekly lectures, assignments and other information.

See last page for tentative course schedule
<table>
<thead>
<tr>
<th>Tentative Schedule</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td><strong>All Assignments are due on Sunday by 11:59p</strong></td>
<td></td>
</tr>
<tr>
<td>Week 1: January 18 - 21</td>
<td>Syllabus Agreement</td>
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<tr>
<td>Review Syllabus</td>
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<tr>
<td>Explore D2L Page</td>
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<tr>
<td>Week 2: January 22 - 28</td>
<td>Weekly log</td>
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<tr>
<td></td>
<td>Learning Activity #1</td>
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<tr>
<td>Week 3: January 29 – February 4</td>
<td>Weekly log</td>
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<tr>
<td>Week 4: February 5 - 11</td>
<td>Weekly log</td>
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<tr>
<td>Week 5: February 12 - 18</td>
<td>Weekly log</td>
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<td>Learning Activity #3</td>
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<td>Week 6: February 19 - 25</td>
<td>Weekly log</td>
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<td>Week 7: February 26 – March 3</td>
<td>Weekly log</td>
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<td>Week 8: March 4 - 10</td>
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<td>Learning Activity #3</td>
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<td><strong>Spring Break: March 11-17</strong></td>
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<td>Week 9: March 18 - 24</td>
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<td>Learning Activity #4</td>
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<td>Week 10: March 25 - 31</td>
<td>Weekly log</td>
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<td>Week 11: April 1 - 7</td>
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<td>Learning Activity #5</td>
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<td>Week 12: April 8 - 14</td>
<td>Weekly log</td>
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<td>Week 13: April 15 - 21</td>
<td>Weekly log</td>
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<td>Learning Activity #6</td>
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<td>Week 14: April 22 -28</td>
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<td>Learning Activity #7</td>
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<td>Week 15: April 29 – May 5</td>
<td>Site overview PowerPoint</td>
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<td>Evaluation of Site</td>
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<tr>
<td>Finals Week:</td>
<td>Evaluation of Student by Site Supervisor</td>
</tr>
<tr>
<td></td>
<td>Due Wednesday by 11:59pm</td>
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</table>