

STEPHEN F. AUSTIN STATE UNIVERSITY
DEPARTMENT OF KINESIOLOGY
AND HEALTH SCIENCE
INTERNSHIP MANUAL

HSC 480
INTERNSHIP

**A GUIDE FOR AGENCIES AND STUDENTS
PARTICIPATING IN THE HEALTH SCIENCE INTERNSHIP
(Updated January 2010)**

INTRODUCTION:

The fieldwork experience is one of the major strengths of the Health Science curriculum. Properly structured experiences compliment and reinforce the knowledge and skills acquired in the classroom and laboratory course.

HEALTH SCIENCE INTERNSHIP

1. HSC 480 - Internship
 - a. This course involves supervised fieldwork in a professional setting with emphasis on administration, supervision, and program leadership.
 - b. The internship is offered during the Fall, Spring and Summer semesters for 3 credit hours (a total of 145 contact hours).
 - c. Students must complete their internship in an agency related to their career objectives.
 - d. Students will orally present a summary of their internship during dead week of the semester enrolled.

OBJECTIVES OF THE INTERNSHIP

1. Student
 - a. To provide an opportunity to observe, practice and apply theories and techniques learned in the classroom.
 - b. To provide an opportunity to become acquainted with a variety of community health settings, programs and professionals.
 - c. To provide an opportunity to recognize leadership strengths and limits and to help alleviate weaknesses through concentrated work experience.
 - d. To provide an opportunity to develop new interest in the community health profession.
 - e. To provide an opportunity to develop insights and perspectives of self and of others.

2. SFASU

- a. To improve the educational process and enlarge the scope of the curriculum.
- b. To provide a laboratory for application of theoretical knowledge.
- c. To provide a continuing opportunity for evaluation of the student's needs, abilities and progress leading to adjustments in the curriculum.
- d. To provide an opportunity for faculty to contact professional community health leaders and agencies.
- e. To provide for evaluation of the total Health Science curriculum as well as the field work experiences.
- f. To extend and improve SFA's relationships with the community.

3. Health Agency

- a. To provide an opportunity to assist in the preparation of future community health leaders.
- b. To provide an opportunity to recruit trained leaders and to evaluate students for later employment.
- c. To enlarge the available staff which will allow for variations and for an increase in health activities.
- d. To provide an opportunity for the exchange of ideas between professionals and students.

CRITERIA FOR SELECTION OF AGENCY

Since the internship is one of the most important steps in professional preparation of students, agencies must meet the following requirements to be approved as a internship location.

1. The agency must have a desire to participate in an educational program for the purpose of improving the preparation of personnel for the profession.
2. There must be evidence of a sound professional philosophy in the agency's operation of programs and services.
3. The agency must have sound administrative procedures including adequate financial budget, personnel policies and a staff development program.
4. The agency must have adequate facilities and equipment to conduct a broad and varied program.

5. The agency must have capable staff qualified through both education and experience to supervise the student.
6. The agency should provide the student with a desk and/or workspace.

PROCEDURE FOR SELECTION OF AGENCY

1. Agencies must offer educational opportunities for the SFA students.
2. The following information is needed to assist the faculty and students in selecting a internship site to fit the student's professional goals and objectives.
 - a. Descriptive information which will identify the type and scope of programs and services offered by the agency (i.e., programs brochures, faculty listing, etc.)
 - b. Biographical material or qualifications of staff members who may serve as the Site Supervisor.
 - c. Description of responsibilities and assignments with which the student may become involved.
3. Information on agencies will be available for students to select internship opportunities located throughout Texas and the Mid-West.

STUDENT PROCEDURES FOR INTERNSHIP PLACEMENT

To clarify the process for placement the sequence is outlined below:

1. During the semester prior to enrollment in HSC 480 the student is required to meet with the Intern Coordinator to:
 - a. Identify their short-term and long-term career objectives.
 - b. Develop a professional resume.
 - c. Research and select an agency that will enhance career goals. Students are encouraged to use the Department files and to consult with faculty members.
2. Student must contact the selected site and arrange for an interview with the Site Supervisor.
 - a. Discuss with the potential agency the student's personal goals and objectives for the internship experience.

- b. Discuss the specific responsibilities of the internship position and secure a written copy of the job description.
3. After the agency and student reach a mutual agreement, the student must complete the Agreement Contact (Appendix A) and return it to the Intern Coordinator.
4. Liability Insurance is purchased when enrolling in the course.

RESPONSIBILITIES FOR THE INTERNSHIP

1. Responsibilities of Agency (Site) Supervisor

The Agency (Site) Supervisor serves as an agency-based teacher offering instruction and supervision to the student utilizing the agency's operation to further the student's professional competence. The Agency (Site) Supervisor should:

- a. Challenge the student with meaningful experiences which meet both the student and agency needs.
- c. Design with the student his/her learning experiences and assignments.
- c. Inform the student of all relevant personnel policies and procedures.
- d. Interpret the internship to the agency board or controlling authority of the agency.
- d. Monitor the student to protect and enhance the quality of the agency's services as well as the student's well being while affiliated with the agency.
- e. Schedule periodic conferences with the student to discuss schedules, work performances and future assignments.
- f. Evaluate and review with the student his/her performance and submit the results on the form provided. (Appendix B)
- h. Provide the student reasonable freedom to participate in staff meetings, activities, projects and programs.
- i. Provide an opportunity for the student to learn and if possible gain experience in the following areas:
 - Administration: Policies, procedures, legal status of agency, board-staff relations, budgeting, record keeping, personnel and supervisory practices.
 - Program: Planning procedures, leadership, operation

and evaluation.

-Facility and operations: Long range planning and design of physical facilities, maintenance, purchasing of equipment and office management.

-Public relations: Citizen involvement, publicity, reporting, speaking and coordination with other agencies.

2. Responsibilities of SFA

a. Assist the student in selecting a internship site which will meet his/her career needs and interests.

b. Keep an updated file of agencies providing internship opportunities.

c. Review internship assignments and give final approval.

d. Provide information to students regarding requirements and reporting procedures.

e. Provide the agency with information concerning its responsibilities as a participant in the internship program.

f. Supervise the student's experiences and be available for consultation with student and/or Site Supervisor.

g. Schedule periodic visits and conferences with the student and the Site Supervisor to observe procedures and programs. If a student cannot be visited on-site due to travel distance, the Intern Coordinator will monitor the student's progress by telephone or email.

h. Remove the student from an agency when a different assignment would be in the best interest of the student.

i. Serve as a resource for the cooperating agency and the student.

3. Responsibilities of Student

a. Accept responsibility for duties outlined with the agency supervisor and all scheduled commitments and arrangements made during the internship program. Complete Internship Log - see Appendix C.

b. Become familiar with the regulations pertaining to the agency and conform to them.

c. Accept the agency's philosophy, methods, leadership and program. Give constructive suggestions when asked for an opinion.

d. Construct mutually satisfactory goals and objectives with the agency supervisor.

- e. Plan thoroughly and in advance for all assignments.
- f. Notify the Site Supervisor when it is necessary to be absent from work.
- g. Prepare for periodic conferences with Site Supervisor and be ready to ask questions and present constructive ideas.
- h. Dress appropriately for all assignments and maintain a well-groomed appearance.
- i. Be tactful, friendly, courteous and respectful to everyone - project a professional image to participants and staff.
- j. Consult with the Site Supervisor when confronted with problems that cannot be solved independently. Contact the Internship Coordinator if additional assistance is needed.
- k. Express your appreciation to the agency staff in person and by letter for providing the opportunity to participate in the intern experience.
- l. Complete and submit assignments to SFA as scheduled.

SPECIFIC REQUIREMENTS AND ASSIGNMENTS FOR STUDENTS

1. Provide the Intern Coordinator with the ORIGINAL copy of the Agreement Contract (signed by the internship site agency's director/site supervisor, the SFA Internship Coordinator, the Chair of the Department of Kinesiology and Health Science, the Dean of the College of Education, and the student-intern) BEFORE the internship begins. A (completely signed) copy also will be given to the agency and a copy will be kept by the student.
2. In addition to the Internship Log (Appendix C) maintain a weekly journal of experiences during the internship.
 - a. The journal should include the following:
 - Specific goals and objectives for the week.
 - Insights gained (learning experiences, new ideas, concepts).
 - Problems encountered (relate challenges /or areas of concern and how the situations were handled).
 - Professional growth (relate learning experiences to your professional development).
3. Write a Narrative Report on the Agency.
 - a. The narrative report is an extensive study of the agency; therefore, the student should collect necessary information and begin writing during the

first week of the internship.

- b. Outline for information to include in the report is located in Appendix D.
4. Write an Evaluation of the Internship Experience. The following items should be included in the evaluation:
 - a. Description of the contributions you made during your internship, e.g. programs developed, materials written or designed, activities initiated, assistance in in-service training, job analysis, etc.
 - b. General overview of the types of tasks you performed and the opportunity you had for administrative, supervisory, programming and activity leadership involvement at the site.
 - c. Discussion of problems or difficulties encountered, personal and other. Describe approaches you tried to alleviate, adverse or problematic situations.
 - d. Self-analysis in terms of professional and personal growth, development of competencies, surfacing of strengths and limitations, emerging attitudes and values, facility to develop interpersonal relationships, crystallization of career objectives, feelings of increased/decreased confidence and assertiveness, satisfaction/dissatisfaction with career choice, etc.
 - e. Recommendations and suggestions for improving the Health Science Program and the field work experience.
6. Attend Meetings and Present Oral Report
 - a. The post-internship meeting provides an opportunity for students to share their personal and professional learning experiences with the faculty as well as other students.
 - b. The one day meeting is scheduled during the Fall, Spring and Summer semester.
 - c. The student must present an oral report of their experiences which should include:
 - Brief overview of agency and program.
 - Personal responsibilities and professional opportunities.
 - Meaningful experiences, insights gained and professional growth.
 - d. Approximately 10-15 minutes will be allowed for each student.

7. Develop an Internship Notebook
 - a. All written assignments must be typed and organized in a notebook that must be submitted at the time of the presentation.
 - b. The notebook should be arranged according to the following outline:
 - Table of Contents
 - Weekly Log
 - Narrative Report on the Agency
 - Learning Goals
 - Evaluation of Internship Experience
 - Appendices (may include forms, budget reports, minutes of meetings, charts, brochures, training manuals, etc.)
8. Complete an evaluation of the internship site and submit it to the Internship Coordinator. (Appendix E).

EVALUATION PROCEDURE

1. The final grade (A, B, C, D, or F) will be determined by the student's performance at the internship site, written assignments and presentation of oral report. All written assignments should be typed, grammatically correct and reflect a professional job.
2. All assignments must be completed before receiving a grade in the class.
3. Grades will be based on the following:
 - a. Site Supervisor and Intern Coordinator's
evaluation of work performance-----50%
 - b. Written assignments and organization of notebook---25%
 - c. Oral report -----25%

Appendices

- Appendix A: Agreement Contract
- Appendix B: Evaluation of Student Intern
- Appendix C: Internship Log
- Appendix D: Suggested Outline for Narrative Report
- Appendix E: Student Evaluation of Intern Site
- Appendix F: Learning Goals

APPENDIX A
AGREEMENT BETWEEN STEPHEN F. AUSTIN STATE UNIVERSITY
AND

(Internship Site)

Please sign both copies. Keep one for your files and return the other to the University:

Intern Coordinator
Department of Kinesiology and Health Science
Stephen F. Austin State University
Nacogdoches, Texas 75962

FOR THE CONDUCT OF AN ON-SITE EDUCATION PROGRAM
FOR HEALTH EDUCATION MAJORS (PUBLIC AND
COMMUNITY HEALTH)

THIS AGREEMENT is between Stephen F. Austin State University, Department of Kinesiology and Health Science and _____, hereinafter referred to as the "Intern Site". It is understood that the participating institution will cooperate in the conduct of educational activities as described below.

I. PURPOSE OF AGREEMENT

This agreement provides the terms under which the Intern Site will provide on-site experience to students who are enrolled in the Bachelor of Science in Health Science with a specialization in Community Health.

II. SCOPE OF THE PROGRAM

The University makes no agreement to provide any specified number of students to the program at the Intern Site and the Intern Site makes no agreement to accept a specified number of students from the University.

THE UNIVERSITY AGREES TO:

1. Recommend for placement in the on-site education program of the Intern Site only those students who have earned a satisfactory record and have met the minimum requirements established by the University in the Department of Kinesiology and Health Science.
2. Extend the authorized representatives of the Intern Site an open invitation to visit the Department of Kinesiology and Health Science at the University and consult with faculty and students in Community Health Education.
3. Assist the site on selection of students to the Interns Site with the student's knowledge and consent.
4. Have representatives of the University available to the Intern Site for assistance and consultation as the need arises and when possible.
5. Appoint a representative of the university to visit the Intern Site at least twice during the internship to assist in the supervision of the student's intern experience.
6. Advise students of their responsibilities regarding participation in the on-site education process, including professional conduct and following rules and standards set by the Intern Site and the University.

7. The University will assume full responsibility for planning and execution of the educational phase of the Public and Community Health Program, including curriculum, administration, faculty appointments, and matters which normally are reserved as University functions, such as granting degrees and advising Students. However, recommendations and suggestions will be solicited from the Intern faculty in making significant revisions.

8. The University assumes no liability for the actions taken by Public and Community Health students in training during the time that they participate in the internship at the Intern Site.

THE INTERN SITE AGREES TO:

1. Provide an on-site experience, which is pertinent and meaningful for students, enrolled in the Community Health Program at the University.
2. Accept from the University the number of students that staff, space, and program permit.
3. Provide quality supervision of the student(s) in the on-site education program.
4. Keep the University informed regarding the level of education each student received, as well as his level of performance and to notify and consult with the University any time the student is not making satisfactory progress.
5. Support continuing education and professional growth and development of those staff that are responsible for student supervision.
6. To retain responsibility for the delivery of services to its client systems; therefore, the agency reserves the right to refuse the use of resources to any faculty member or student who it deems is unable to provide a reasonable standard of practice.

THE UNIVERSITY AND THE INTERN SITE JOINTLY AGREE:

1. That no student will be discriminated against on the basis of race, creed, sex or national origin in any aspect of this program.
2. That the determination of the number of students to be assigned to the Intern Site shall be a joint decision based on staff and space available at the Intern Site and eligible students enrolled in the curriculum who desire to intern at a particular site.
3. That this document does not limit the Intern Site to accepting only students from this University into the on-site education program.
4. That there will be meetings of representatives of both University and the Intern Site as often as such meetings are needed to coordinate and improve the program, and at the convenience of both parties.
5. That there will be on-going, open communication between the University and the Intern Site to insure understanding of the expectations and roles of both institutions in providing on-site experience for students.
6. That either the University or the Intern Site may drop a student enrolled in the program if, in the opinion of either party, the student is not making satisfactory progress in the program. Any student who does not satisfactorily complete the program or any portion thereof may repeat the course at the same Intern Site only with the written approval of both the Intern Site and the University.

**THIS AGREEMENT WILL REMAIN IN EFFECT INDEFINITELY
UNLESS TERMINATED, AT THE END OF ANY INTERN PERIOD,
WITH A WRITTEN NOTICE BY EITHER PARTY.**

STUDENT SCHEDULES:

The officially designated representative of the institution and the student will agree upon schedules for students including instruction, clinical participation and use of each institution's facilities. Students will appear in appropriate attire acceptable to the institution for instruction of all kinds. Permission may be included to attend seminars, conferences and to participate in other pertinent institutional activities.

AGREED:

FOR THE INTERN SITE

SFASU

Site Supervisor

SFA HSC Intern Coordinator

Student's

Chair, Department of KIN & HSC

Date

Dean, College of Education

APPENDIX B
EVALUATION OF STUDENT INTERN
 Stephen F. Austin State University
 Health Science Program
 PO Box 13015 SFA Station
 Nacogdoches, Texas 75962-3015

Student-intern: _____

Evaluate the student intern on each of the following criteria as compared to other entry-level professionals you have seen and worked. If you do not feel you have the information to evaluate any given area, check the not applicable (N/A) column.

Poor	N/A	Excellent	Good	Average	Below Avg.
Ability to meet deadlines					
Demonstrates Initiative					
Dependability					
Follows instructions					
Works well with others					
Verbal communication skill					
Writing skills					
Demonstrates professionalism					
Health knowledge					
Planning skills					
Implementation skills					
Small group skills					
Presentation skills					
Efficient use of time					
Imagination & creativity					
Enthusiasm					
Ability to receive criticism					
Judgment/Common sense					
Sense of humor					

Please comment on each of the following:

1. Comment on the student's professionalism (dress, attitude toward profession, ethics, dependability, etc.)

2. What are the intern's strong points?

3. Identify the intern's weak points that need improvements:

4. Is this intern worthy of consideration by a future employer?

5. Grade Assigned (circle appropriate grade): A B C D F

_____ Date:

Site Supervisor Signature

APPENDIX C - Internship Log

APPENDIX C - Internship Log				

APPENDIX D
SUGGESTED OUTLINE FOR AGENCY NARRATIVE REPORT

- I. General Information
 - A. Brief history of the agency
 - B. Legal bases of the agency
 - 1. Creation of the agency-referendum or similar legal ction
 - 2. State law(s) governing the agency
 - 3. Local ordinances or similar legal references to operational patterns
 - 4. Liability
 - a. Insurance
 - b. Liability problems
- II. General Administration
 - A. Organization of the board or governing authority
 - 1. Statement of board organization, agency objectives, board policies and operational procedures
 - a. Relationships with other agencies, departments and organizations (city, park, voluntary agency, etc.)
 - 2. Planning and conducting a board meeting (or meeting of the controlling group of the agency)
 - a. Agenda: conduct of meeting, points on board operations, and working with committees
 - 3. Board Superintendent (agency-director) relations
 - a. Operational Procedures, such as methods of handling problems that concern the board and the health profession.
 - B. Departmental organization
 - 1. Line-staff relationships
 - a. Director - supervisor - leader relationships
 - 2. Personnel operations and policies
 - a. Job analysis and assignment of duties
 - b. Selection of employees, qualifications, evaluation, salaries, vacations, car allowance, attire
 - 3. In-service training
 - 4. Office procedures: how to operate an office, records and reports, filing systems
 - 5. Use of volunteers (selection, training, assigning)
 - C. Finances
 - 1. Reasons for careful control of finances
 - 2. Tax structure and variations, local levy, procedures for obtaining funds
 - 3. Policies and procedures for handling health funds
 - a. Receipts, expenditures, and similar procedures for accounting for funds
 - b. Detailed procedures: vouchers, purchase orders, approval of expenditures, bids, etc.

4. Budget
 - a. Steps in planning and preparing the budget
 - b. Budget forms and procedures
 - c. Budget operations
5. Special finance problems
 - a. Fees and charges
 - b. Rentals
 - c. Special funds
6. Records

III. Public Relations

- A. Objectives of the agency public relations program
 1. What is the program trying to do?
- B. Responsibility for public relations
 1. Administrator, supervisors, leaders, volunteers, and participants
 2. Handling correspondence
- C. Budget for public relations
- D. Public relations media, use of newspapers, radio, television, telling people about the department, and visual aids (slides, movies, etc.)
- E. Publications
 1. Annual reports, playground newspapers, bulletins, mimeos material, special publications
- F. How to develop public relations
 1. Creative public relations projects
 2. New horizons in reaching people
 3. Human relations: how to deal with people effectively (e.g., do's and don'ts in human relations in the office and in the community)
- G. Handling complaints

IV. Program planning year-round

- A. How are activities chosen?
- B. How are starting dates or program dates chosen?
- C. How much of the budget goes for program?
- D. How do you select leaders?
- E. Schedules (daily, weekly, monthly, master schedule)
- F. Time table in program planning
 1. Steps in program planning
 2. Principles and procedures, factors affecting program planning

V. Program Operation

- A. Objectives of the program
- B. Supervision of the program
- C. Coordination of staff efforts

- D. Program evaluation
 - 1. Measuring effectiveness of the program.
 - 2. What does the program do for participants?
 - a. Fun, educational values, cultural values, other values
- E. Leadership methods
 - 1. The art of leadership
 - 2. Qualities of a good leader
 - 3. Originality; creativeness; adaptability
 - 4. Problems in leadership, how to develop group control, and disciplinary problems
- VI. Areas, Facilities and Maintenance
 - A. General standards for facilities
 - B. Evaluation of facilities
 - 1. Types and functions of various areas and facilities
 - 2. Design and layout
 - 3. Functional operation: Analysis of general and detailed needs for operation of various facilities
 - C. Maintenance
 - 1. How maintenance is accomplished
 - 2. Cost of maintenance
 - 3. Selection, repair and upkeep of supplies and equipment

INSTRUCTIONS FOR WEEKLY JOURNAL

- * Take time each day to reflect upon your experiences.
- * Specific goals and objectives for the week. Insights gained (learning experiences, new ideas, concepts).
- * Problems encountered.

Appendix E
STUDENT EVALUATION OF INTERN SITE

Agency _____ Date _____

Name of Student _____

Instructions: Please rate the strengths and weaknesses of the site in terms of meeting your needs as an intern student. Use the following scale:

1-excellent 2-more than adequate 3-adequate 4-fair 5-poor

___1. Acceptance of you as a functional member of the staff; willingness to integrate you into all appropriate levels in activities, programs and projects.

___2. Provision of relevant experiences in administration, supervision, and leadership.

___3. Cooperation of agency staff to provide professional growth experiences through training programs, seminars and similar activities.

___4. Provision of assistance in helping you meet your personal and professional goals and objectives.

___5. Possession of resources essential to the preparation of professionals (library, equipment, supplies, etc.)

___6. Employment of qualified, professional staff with demonstrated capability to provide competent supervision.

___7. Adequate scheduling of conferences with you and ongoing evaluation of your performance.

___8. Allowance for relating classroom theory to practical situations.

___9. Willingness to listen to whatever suggestions or recommendations you might offer, and willingness to discuss them with you, explaining the rationale for their acceptance or rejection.

___10. Overall rating of internship site.

Additional Comments:

Appendix F

PLEASE NOTE— This appendix contains “Learning Goals” that are to be completed during your internship experience and will be included in your final notebook. If any of the do go not apply to your internship site you may replace it with a learning goal that is mutually agreed upon by you and your supervisor.

LEARNING GOAL 1—BE A STAFF MEMBER

Training Activities

1. Read the program "employee policy" manual.
2. As appropriate, interview the program manager and determine his or her major responsibilities (see assignment number 1 below).
3. Meet with another employee and ask for help in sketching a rough organizational chart.
4. Meet and memorize the names of all the employees in your program.
5. Attend at least two (2) staff meetings.
6. Review Learning Goal Number 7 and discuss it with your supervisor.

Assignments

1. Write a description of the primary job responsibilities of the manager and of at least three (3) additional key employees.
2. Include a sketch of the organizational chart.
3. Write a rough draft description of your "Internship Project" (Learning Goal Number 7) and share it with your supervisor. Identify at least one program goal and two program objectives.

I certify that the training activities and assignments contained in this learning goal have been satisfactorily completed.

Intern

Date

Site Supervisor

Date

LEARNING GOAL 2—EMERGENCY PROCEDURES

Training Activities

1. Read and attach a copy of the emergency procedures.
2. Obtain a copy of an accident report from your internship site. Where are these kept? When are they filled out, to who are they submitted?

Assignments

1. Complete and submit a sample accident report.
2. Write a description of the normal procedures for minor injuries.
3. Identify where supplies are kept for minor injuries.
4. Describe the procedure that should be followed in the event of a serious accident or injury.
5. Describe what types of resident, client, or employee emergencies you might encounter.

I certify that the training activities and assignments contained in this learning goal have been satisfactorily completed.

Intern

Date

Site Supervisor

Date

Learning Goal 3-Effective Communication

Training Activities

1. Learn the telephone system. You should know how to place a caller on hold, transfer a call, how to answer the phone courteously, how to schedule appointments, and how to make reservations.
2. Schedule an appointment with one of your co-workers to become familiar with general office communication procedures. (This includes computer networks).
3. Read several examples of memos and letters to learn the format and style of each.
4. Become familiar enough with the office computer (if available and if appropriate) to write letter and memos.

Assignments

1. Type a memo, e-mail, or letter. Have these approved by your supervisor.

I certify that the training activities and assignments contained in this learning goal have been satisfactorily completed.

Intern

Date

Site Supervisor

Date

Learning Goal 4-Programs and Services

Training Activities

1. Review the details of all programs and services including: special events, exercise classes, seminars, workshops, and screenings.
2. If appropriate and applicable, observe at least 2 program or service orientations. (Not an equipment orientation).

Assignments

1. Describe the details of "how people get enrolled in the programs." The description should include: *costs, features, restrictions, and benefits*.
2. Describe the details of at least 2 programs offered through your internship site with which you are familiar.

I certify that the training activities and assignments contained in this learning goal have been satisfactorily completed.

Intern

Date

Site Supervisor

Date

Learning Goal 5–Marketing

Training Activities

1. Read all program brochures, flyers, and other marketing material that is available (within reason).
2. Review all posters for events held over the past two years (if available).
3. Speak to the staff member at your internship who is responsible for program marketing about the principles of writing a good marketing plan.

Assignments

1. Under the direction of your supervisor or other staff member, write a marketing plan for a specific program, activity, or your special program (Learning Goal 7).
2. Under the direction of your supervisor or other staff member, use a computer to make a brochure or flyer for your program. Include this in your notebook.
3. Under the direction of your supervisor or other staff member, make a poster or bulletin board. Include a photograph in your documentation.

I certify that the training activities and assignments contained in this learning goal have been satisfactorily completed.

Intern

Date

Site Supervisor

Date

Learning Goal 6–Presentation Skills

Training Activities

1. Attend at least two (2) separate presentations. These can be any type of presentation for any type of purpose. Take notes on presentation ideas that you observe.

Assignments

1. Under the direction of your supervisor make two (2) separate presentations. Write a brief description of the topic, methods of presentation, and the number of individuals in attendance.

I certify that the training activities and assignments contained in this learning goal have been satisfactorily completed.

Intern

Date

Site Supervisor

Date

Learning Goal 7–Internship Project

Training Activities

1. Discuss project opportunities with your internship supervisor by the end of the second week of your internship. Some possibilities might include some type of promotional, research, or evaluation project.
2. With the signed approval of your site supervisor and your university advisor, complete your project and type a summary (not to exceed five (5) pages) of what you did and how you did it. The written summary should: 1) provide the rationale for the project, 2) describe the target population, 3) identify the goal(s) and program objectives, 4) identify marketing strategies, 5) detail method of evaluation, and 6) identify means of improving the program or changes needed for success.

I certify that the training activities and assignments contained in this learning goal have been satisfactorily completed.

Intern

Date

Site Supervisor

Date

STUDENTS WITH DISABILITIES - To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, 468-3004/468 1004 (TDD) as soon as possible. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided.

ACADEMIC INTEGRITY - The definition of Academic Dishonesty is academic dishonesty including both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

The faculty member shall review all evidence of cheating or plagiarism and discuss it directly with the student(s) involved. After hearing the student(s)' explanation or defense, the faculty member will determine whether or not academic dishonesty has occurred and will decide what penalty will be imposed. The faculty member will consult with his/her chair and dean in making these decisions. **Penalties may include reprimand or no credit for the assignment or exam, or re-submission of the paper, or make-up exam, or failure of the course depending on severity of the infraction.**

After a determination of dishonesty, the faculty member shall notify the Office of the Dean of the student's major by submitting a Report of Academic Dishonesty form, along with supporting documentation as noted on the form. This report shall be made part of the student's record and shall remain on file with the Dean's office for at least four years. The Dean shall refer second or subsequent offenses to the University Committee on Academic Integrity established under this policy. The faculty member shall also inform the student of the appeals process available to all SFA students (Policy A-2).