A GUIDE FOR AGENCIES AND STUDENTS
PARTICIPATING IN THE HEALTH SCIENCE INTERNSHIP
(Updated June 2015)
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 2 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 present a summary of their internship experience during dead week of fall/spring semester enrolled or finals week of summer 2 semester.

OBJECTIVES OF THE INTERNSHIP

1. Student Objectives
   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/health-related 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 interests in a health-related profession.
   e. To provide an opportunity to develop insights and perspectives of self and of others.
2. Stephen F. Austin State University
   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 students’ 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 Program curriculum as well as field work experiences.
   f. To extend and improve SFA’s relationships with the community.
3. Internship Sites
   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 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 an 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 SFA students.

2. The following information is needed to assist the faculty and student in selecting an internship site to fit the student’s professional goals and objectives.

   - Descriptive information that will identify the type and scope of programs and services offered by the agency (i.e. programs, brochures, faculty listing, etc.).

   - Biographical material or qualifications of staff members who may serve as the Site Supervisor.

   - Description of responsibilities and assignments with which the student may become involved.

3. Information on agencies is available for students as an Excel spreadsheet and will be posted on D2L for students to access.
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 attend a meeting with the Intern Coordinator to:
   a. Begin to identify their short-term and long-term career objectives (HSC 470).
   b. Develop a professional resume and cover letter (HSC 470).
   c. Research and select an agency that will enhance their career objectives. Students are encouraged to network, use department files, and consult with faculty members.

2. Students must contact the selected site(s) and arrange for an interview with Site Supervisor(s). Interview will include but is not limited to a discussion of:
   a. Student’s personal goals and objectives for the internship experience.
   b. The specific responsibilities of the internship position and expectations of the intern e.g. job duties.

3. After the student and agency reach a mutual agreement, the students must complete the Agreement Contract (Appendix A), obtain the required signatures, and return it with the completed Intern Information Form (Appendix B) to the Intern Coordinator (an MOU between the site and SFA can substitute for Appendix A-see SFA Intern Coordinator for more information).

4. Liability insurance is purchased/provided by the University upon student’s enrollment in HSC 480.

RESPONSIBILITIES FOR THE INTERNSHIP

1. Responsibilities of Agency/Site Supervisor
   a. 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:
      i. Challenge the student with meaningful experiences that meet both the student and agency needs.
      ii. Design, with the student, his/her learning experiences and assignments.
iii. Inform the student of all relevant personnel policies and procedures.

iv. Interpret the internship to the agency board or controlling authority of the agency.

v. 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.

vi. Schedule periodic conferences with the student to discuss scheduling, work performance, and future assignments.

vii. Evaluate and review with the student his/her performance and submit the results on the form provided. (Appendix E)

viii. Provide the student reasonable independence to participate in staff meetings, activities, project, and programs.

ix. Provide an opportunity for the student to learn and, if possible, gain experience in the following areas:

1. Administration of policies, procedures, legal status of agency, board-staff relations, budgeting, record keeping, personnel and supervisory practices.

2. Program-planning, leadership, operation, and evaluation.

3. Facility and operations, long range planning, design of physical facilities, maintenance, purchasing of equipment and office management.

4. Public relations, citizen involvement, publicity, reporting, speaking and coordination with other agencies.

2. Responsibilities of SFA

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

   b. Keep an updated spreadsheet 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 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 site supervisor.

g. Be available for periodic visits and conferences with the student and the site supervisor to observe procedures and programs as needed.

h. Remove 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. Ask about and obtain required documentation to qualify to work at the site (i.e. criminal background check, drug tests, health records, etc.) and provide the SFA Internship Coordinator with copies of the required paperwork.

b. Accept responsibility for duties outlined with the agency supervisor and all scheduled commitments and arrangements made during the internship program.

c. Arrive on time and when scheduled/expected and, within reason, continue working until the completion of daily tasks or internship assignments.

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

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

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

g. Plan thoroughly and in advance for all assignments.

h. Notify the site supervisor when it is necessary to be late or absent from work.

i. Put away cell phones and/or other personal electronic devices and do not use them while working except as expressly permitted or encouraged by your site supervisor.

j. Prepare for periodic conferences with site supervisor and be ready to ask questions and present constructive ideas.
k. Dress appropriately for all assignments and maintain a well-groomed appearance.

l. Be tactful, friendly, courteous, and respectful to everyone-project a professional image to participants and staff.

m. Consult with the site supervisor when confronted with problems that cannot be solved independently. Contact the SFA Internship Coordinator if additional assistance is needed.

n. Express your appreciation to the agency staff in person and in written form (letter or thank you note) for the opportunity to participate in the internship experience with them.

o. Complete and submit assignments/binder to SFA as scheduled/by the due date.

**SPECIFIC REQUIREMENTS AND ASSIGNMENTS FOR STUDENTS**

1. Provide the SFA Intern Coordinator with the completed Intern Information Form (Appendix B) and the ORIGINAL copy of the signed Agreement Contract (Appendix A). The contract must be signed by the site supervisor, yourself, SFA Intern Coordinator, Chair of the Department of Kinesiology and Health Science, and Dean of the College of Education *in that order*. In addition, *students must provide copies of any paperwork required by the site (i.e. criminal background check, drug test results, health records) to the SFA Internship Coordinator in accordance with their site requirements*. Students will not be allowed to enroll in HSC 480 nor start accruing hours at the internship site until both of these are submitted. Students may start accruing hours at the site upon registration into HSC 480.

2. Keep track of hours worked utilizing the internship log provided (Appendix C) or the time log provided by the internship site.

3. Maintain and submit via d2L a weekly journal of internship site experiences using the form provided on D2L. Journal entries should include:
   a. Goals and objectives for the week
   b. Insights gained (learning experiences, new ideas, concepts)
   c. Any problems encountered (relate challenges or areas of concern and how the situations were handled)
   d. Professional growth (relate learning experiences to your professional development).
4. Write a Narrative Report (see Appendix D for specific format)-begin writing the first week of the internship

5. Write an evaluation of the internship experience (see Appendix F). The following items should be included in the evaluation:

6. Poster Presentation
   a. Prepare a visual representation of your internship experience. This can be a poster, tri-fold board, PowerPoint or Prezi to be shared at the SFA Health Science Internship Fair.
   b. Be prepared to share highlights, learning experiences, professional growth, responsibilities, opportunities, application of coursework to internship, and recommendations for other students.

7. Develop an Internship Notebook (binder)
   a. All assignments must be typed and organized in a notebook that will be submitted on the preselected due date.
   b. The notebook should be arranged in the following order:
      i. Table of Contents
      ii. Site Supervisor Evaluation of Student Intern (Appendix E)
      iii. Weekly Logs (Appendix C)
      iv. Narrative Report (Appendix D)
      v. Signed Learning Goals and Supporting Documentation (Appendix G)
      vi. Evaluation of Internship Experience (Appendix F + Written Evaluation)
      vii. Appendices (forms, budget reports, minutes, charts, training manuals, etc.)

**EVALUATION PROCEDURE**

1. The final grade (A, B, C, D or F) will be determined by the completion of the required hours, student’s performance at the internship site, written assignments, and poster presentation. All written assignments should be typed, grammatically correct, and reflect professionalism. See course syllabus for grading criteria.
2. All assignments must be completed by the due date.

3. Grades will be based on the following:

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Completion of hours</td>
<td>10%</td>
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<td>Site Supervisor Evaluation &amp; Intern Performance</td>
<td>40%</td>
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<td>Binder</td>
<td>40%</td>
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<td>Poster Presentation/Internship Fair</td>
<td>10%</td>
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**Appendices**

Appendix A: Agreement Contract
Appendix B: Intern Information Form
Appendix C: Internship Log
Appendix D: Narrative Report Instructions
Appendix E: Site Supervisor Evaluation of Student Intern
Appendix F: Student Evaluation of Internship Site
Appendix G: Learning Goals
Appendix H: Academic Accommodation, Academic Integrity, Withheld Grades and Student Code of Conduct Statements
APPENDIX A
AGREEMENT BETWEEN STEPHEN F. AUSTIN STATE UNIVERSITY AND

(Internship Site)

Please sign and return with the original signatures to the Department of Kinesiology and Health Science Intern Coordinator, 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. The parties agree not to unlawfully discriminate on the basis of race, color, religion, national origin, sex, age, disability, genetic information, citizenship and veteran status.

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 SCHEDULE:

The officially designated representative of the institution and the student will agree upon schedule for student including instruction, clinical participation and use of each institution’s facilities. Student 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:

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<thead>
<tr>
<th>FOR THE INTERN SITE</th>
<th>SFASU</th>
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<tr>
<td>Site Supervisor</td>
<td>SFA HSC Intern Coordinator</td>
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<td>Student</td>
<td>Chair, Department of KIN &amp; HSC</td>
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<tr>
<td>Date</td>
<td>Dean, College of Education</td>
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President, SFASU
Appendix B
Intern Information Form

Complete and return to HSC Internship Coordinator with Appendix A.

Please write legibly or type into the form provided on D2L.

Academic Term and Year of Internship:

**Intern/Student Information:**

Name:

Student ID:

Address:

Email Address:

BEST Phone Number:

**Internship Site & Supervisor Information:**

Agency Name:

Name:

Title:

Address:

Email Address:

Phone Number:

Student Signature_________________________ Date:__________________

For Internship Coordinator Use Only:

Verification of Insurance: Yes No

Emailed Site Supervisor:

Mailed Thank You Note:
Intern Name: ________________________________

Internship Site: ______________________________

Week #: ____

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<tr>
<th>Date</th>
<th>Day</th>
<th>Time In</th>
<th>Time Out</th>
<th>Total Hours Worked</th>
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<td>Sunday</td>
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Total hours completed this week: _____

Total hours completed to date: _____

Goals and objectives for the week:

Insights gained (learning experiences, new ideas, concepts):

Any problems encountered (relate challenges or areas of concern and how the situations were handled):

Professional growth (relate learning experiences to your professional development):

Site Supervisor Signature: ________________________________
APPENDIX D
AGENCY NARRATIVE REPORT INSTRUCTIONS

The Narrative Report is an extensive study of the agency in which you are completing your internship. The student should collect necessary and available information and begin writing the report in the first week of their internship. The report should be written and submitted as a paper.

I. General Information
   A. Brief history and overview of the agency
      1. Mission statement
      2. Vision statement
      3. Guiding principles
      4. Agency type-private, public, not-for-profit, government
   B. Legal basis of the agency
      1. Creation of the agency-referendum or similar legal action
      2. State laws or local ordinances that influence operation of the agency
      3. 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. Personnel operations and policies
         a. Job analysis and assignment of duties
         b. Selection of employees, qualifications, evaluation, salaries, vacations, car allowance, attire
      2. In-service/training schedule
      3. Office procedures: how to operate an office, records and reports, filing systems
      4. Use of volunteers (how many, selection, training, assigning duties)
   C. Finances
      1. Reasons for careful control of finances
      2. Tax structure (public, private, not-for-profit, government)
      3. Policies and procedures for handling finances
         a. Receipts, expenditures, and similar procedures for accounting of funds
         b. Details procedures: vouchers, purchase orders, approval of expenditures, bids, etc.
      4. Budget
         a. Funding source(s)
         b. Budget line items (general)
         c. Steps in planning and preparing the budget
         d. Budget forms and procedures
         e. Budget operations
      5. Special finance problems
         a. Fees and Charges
         b. Rentals
         c. Special funds

Continued on next page
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 (who handles what types?)
C. Public relations media
   1. Newspaper
   2. Radio (PSAs)
   3. Television
   4. Word of mouth
   5. Visual Aids
D. Publications
   1. Annual reports
   2. Playground newspapers
   3. Bulletins
   4. Mimeos Material
   5. Newsletters
E. Social Media Utilization
   1. What social media platforms do they use?
   2. How big is the audience for each platform?
   3. How do they use each platform?
F. How to develop public relations
   1. Creative projects
   2. New horizons in reaching people
   3. Human relations/resources (how do they deal with people effectively (dos and don’ts in the office and in the community)?)
G. Handling complaints

IV. Year-round program planning
A. How are activities chosen?
B. How are starting dates or program dates chosen?
C. How much of the budget goes for programs?
D. How are planning leaders selected?
E. Schedules (daily, weekly, monthly, master schedule)
F. Timetable 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

VI. Target Populations
A. What populations does the agency exist to serve?
   B. What is the demographic breakdown of the clients they served in their last annual report?
      1. Age
      2. Gender
      3. Ethnicity
      4. SES
      5. Religion
      6. Sexual orientation
      7. Marital status
      8. Highest Education Achieved
      9. Abilities/Disabilities
      10. Area of residence (rural, urban, suburban)
      11. Primary language
      12. Military status
APPENDIX E - EVALUATION OF STUDENT INTERN

Stephen F. Austin State University Health Science Program PO Box 13015 SFA Station Nacogdoches, Texas 75962-3015
Intern Name: __________________________

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

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<tr>
<th>Ability to meet deadlines</th>
<th>Good</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
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<td>Demonstrates Initiative</td>
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<td>Works well with others</td>
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<td>Verbal communication skills</td>
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<td>Written communication skills</td>
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<td>Professionalism</td>
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<td>Health Knowledge</td>
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<td>Small group skills</td>
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<td>Presentation skills</td>
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<td>Efficient use of time</td>
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<td>Imagination and creativity</td>
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<td>Enthusiasm</td>
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<td>Ability to receive criticism</td>
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<td>Judgment/Common sense</td>
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<td>Sense of humor</td>
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Please comment on each of the following (use the backside of this form or a separate sheet of paper if you need more space):

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? Why or why not?

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

Site Supervisor
Signature: __________________________________________ Date: __________

Thank you for your time!
Appendix F
STUDENT EVALUATION OF INTERN SITE
(2 pages)

Agency ___________________________ Date _______________

Name of student ____________________________

Please rate the strengths and weaknesses of the site in terms of meeting your needs as an intern.

<table>
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<tr>
<th>Category</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
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<td>Acceptance of you as a functional member of staff; willingness to integrate you into all appropriate levels in activities, programs and projects</td>
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<td>Provision of relevant experiences in administration, supervision, and leadership</td>
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<td>Cooperation of agency staff to provide professional growth experiences through training programs, seminars, and similar activities</td>
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<td>Provision of assistance in helping you meet your personal and professional goals and objectives</td>
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<td>Possession of resources essential to the preparation of professionals (computer equipment, supplies, etc.)</td>
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<td>Employment of qualified, professional staff with demonstrated capability to provide competent supervision</td>
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<td>Adequate scheduling of conferences with you and ongoing evaluation of your performance</td>
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<td>Allowance for relating classroom theory to practical situations</td>
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<td>Willingness to listen to whatever suggestions/recommendations you might offer and to discuss them with you, explaining the rationale for their response</td>
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<td>Professional conduct by all staff members you have worked or come into contact with; effective demonstration of worksite professionalism</td>
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<tr>
<td>Overall rating of internship site.</td>
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Were you offered a paid position by your internship site?    _____ Yes    _____ No
If yes, did you accept the position?     _____ Yes    _____ No

Comments to justify your ratings:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Please refer to next page.
Please answer the following questions on a separate sheet of paper and submit your responses with your Student Evaluation of Intern Site.

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 the problems or difficulties you encountered, personal and other. Describe approaches you tried to alleviate averse or problematic situations.

d. Self-analysis of personal and professional growth, development of competencies, surfacing of strengths and limitations, emerging attitudes and values, facility to career objectives, change in confidence and assertiveness, satisfaction/dissatisfaction with internship/career choice.

e. Recommendations and suggestions for improving the Health Science Program and fieldwork experience.
Appendix G
Learning Goals

Please note: This appendix contains “learning goals” that are to be completed during your internship experience and will be included in your final notebook. Please include the signed learning goal sheet and supporting documentation showing your completion of the learning goal in your binder. If a learning goal is not appropriate for your site you and your supervisor can replace it with a more appropriate or relevant task that requires a similar amount of effort and time as the original learning goal. You and your supervisor must agree upon the replacement. After determining the replacement please submit a written statement to the SFA Internship Coordinator summarizing the changed learning goal and replacement assignment(s).

All assignments must be submitted in the Internship Binder on the due date.
Learning Goal #1
Be a Staff Member

Training Activities

1. Read the program’s employee policy manual.
2. As appropriate, interview the program manager and determine his or her major responsibilities (see assignment #1 below)
3. Meet with another employee and ask for help in creating an 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 (LG) #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 the organizational chart you created
3. Write a rough draft description of your Internship Project (LG #7) and share it with your supervisor. Identify at least one project goal and two project objectives.

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

__________________________________________________________________________  ______________
Intern Signature                                                              Date

__________________________________________________________________________  ______________
Site Supervisor Signature                                                   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? Where 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 Signature                                Date

_________________________________________  _______________________
Site Supervisor Signature                      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, and how to schedule appointments.
2. Schedule an appointment with one of your co-workers to become familiar with general office communication tools (i.e. text, email, instant messaging, etc.) and procedures (this includes computer networks).
3. Read several examples of memos, letters, and emails to learn the format and style of each.
4. Become familiar enough with the office computer to write letters, memos, and emails.

Assignments
1. Type a memo, email, or letter. Have this approved by your supervisor.

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

________________________________________________________________________
Intern Signature Date

________________________________________________________________________
Site Supervisor Signature Date
Learning Goal #4
Programs and Services

Training Activities
1. Review the details of all programs and services including but not limited to special events, exercise classes, seminars, workshops, or screenings.
2. Observe at least two program or service orientations or activities (not an equipment orientation).

Assignments
1. Describe the details of how people are able to access the organization's programs and/or services. The description should include targeted populations, costs, features, restrictions, and benefits.
2. Describe the details of at least two 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 Signature ____________________________________________ Date ______________________

Site Supervisor Signature ____________________________________________ Date ______________________
Learning Goal #5
Marketing

Training Activities
1. Read all program brochures, flyers, website, social media, and other marketing material that is available (within reason).
2. Review all marketing materials for events held over the past two years including flyers, posters, press, releases and social media.
3. Speak to a staff member at your internship who is responsible for program marketing about the principles of writing an effective marketing plan.

Assignments
1. Under the direction of your supervisor or another appropriate staff member, write a marketing plan for a specific program, activity, or your project (LG #7).
2. Under the direction of your supervisor or another appropriate staff member, use a computer to make a web page, brochure or flyer for your program/project. Include this in your notebook.
3. Under the direction of your supervisor or other staff member, create a poster, bulletin board, newsletter, or at least one week’s worth of social media posts.

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

__________________________________________________________________________    __________
Intern Signature                                        Date

__________________________________________________________________________    __________
Site Supervisor Signature                               Date
Learning Goal #6
Presentation Skills

Training Activities
1. Attend at least two separate presentations. These can be any type of presentation for any type of purpose. Take notes on the presentation and write down any reactions you have regarding the effectiveness of the presentation as well as ways to improve the presentation.

Assignments
1. Under the direction of your supervisor create two separate presentations using PowerPoint, Prezi, or Keynote.
2. Present the presentations you wrote to an audience. Write a summary of where you presented the presentation, any interactive activities you did during the presentation to get the audience engaged, how many people were in the audience, any assessment you did to evaluate the effectiveness of the presentation, and what you would change if you were to do the presentation again.

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

_________________________________________  __________________
Intern Signature                                      Date

_________________________________________  ______________
Site Supervisor Signature                           ___________
                                                        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 marketing or promotion, research, or evaluation project.
2. With the signed approval of your site supervisor and the internship coordinator complete your project and type a summary (maximum five pages) of what you did and how you did it. The written summary should include:
   a. the rationale for the project
   b. description of the target population
   c. the goals and objectives of the project
   d. marketing strategies
   e. implementation plan
   f. evaluation method and results
   g. how one could improve the program or changes needed to make it more successful

**Assignments**
1. Submit the summary (above).
2. Provide supporting documentation of your project (e.g. anything you created and used for your project).

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

__________________________________________________________________________  __________
Intern Signature                        Date

__________________________________________________________________________  __________
Site Supervisor Signature               Date
Appendix H

Academic Accommodation, Academic Integrity, Withheld Grades and Student Code of Conduct Statements

Academic Accommodation 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, 936-468-3004 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 https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.