Exercise and Sport Science and Outdoor Education Internship Policy Manual
University of Wisconsin – River Falls Health and Human Performance Department
I. INTRODUCTION

Vision
The Department of Health & Human Performance aspires to be an exemplar of academic excellence in preparing competent and caring educators and professionals.

Mission
The mission of the Department of Health and Human Performance is to prepare quality teachers, coaches, fitness and recreation leaders who will enrich and support the well-being of others; help all individuals’ live healthy, satisfying, and energetic lives; and cultivate a commitment to physical activity and healthy lifestyle choices.

Goals and Objectives
The department is committed to promoting physical activity and healthy lifestyles throughout the lifespan, whether it be through providing opportunities for exceptional performance in athletics; for a holistic teaching approach in our physical education, health, dance, outdoor education and coaching curricula; for creative expression in dance theatre; or for recreational and leisure opportunities through activity courses and the life fitness program.

Practicum Experiences
EXSS 271. The initial practicum (EXSS 271 – Practicum I) is designed to provide initial experiences in a variety of job settings including sport industry, health clubs, fitness programs, athletic training, wellness centers and hospital settings. The purpose is to allow students to gain a sense of direction for future study and internships.

EXSS 471. The second practicum (EXSS 471 – Practicum II) is a semester of field experience in an area related to Health and Human Performance under the guidance of an experienced supervisor. Fifty hours of field experience are required for each credit. The purpose is for the student to practice skills and techniques in the field and to put theory into practice.

PED 371. Students in the Outdoor Education minor program complete PED 371- Recreation Field Study as a required program component. This experience is designed to allow students to work with an organization in their area of interest within the outdoor education field and serves as a culminating experience in the outdoor education program. Fifty hours of field experience are required for each credit. The purpose is for the student to practice skills and techniques in the field and put theory into practice.

Description
A practicum/field experience is that part of a student’s professional preparation, which allows the student a variety of experiences in the delivery of service while under the guidance and supervision of qualified agency personnel. Through the practicum/field
experience, a student can develop insight into the process of the organization, and can integrate knowledge of the subject matter and further develop his/her technical skills. Through the practicum/field experience, the student should learn how to work with others and the interpersonal skills necessary to work within the agency’s organizational structure and with the public as well as applying the theoretical principles obtained during their college career.

**Vision for Practicum Experiences**

The practicum experiences are a vital part of the H & HP curriculum, and the supervisor plays an important role in the experience.

**A. The placement of the practicum students in effective and productive organizations impacts the student’s future growth as a professional.** Therefore, we believe that every practicum student should be placed in a facility that:

- shares a common mission and focus on growth of students,
- demonstrates a diversity of approaches in instructional strategies and facility organizations structures,
- expects continuous improvement through reflective practice.

**B. The practicum supervisor has a profound influence on the development of the practicum student.** Therefore, we believe that every practicum student should be placed with a supervisor who

- as a reflective practitioner, reflects on his or her own principles and practice and seeks to develop reflection among the students,
- is cognizant of current principles and practices in the professional field,
- relates well to students,
- appreciates diversity,
- continues to develop personally and professionally,
- has the ability and willingness to evaluate and mentor/nurture a practicum student.

To this end, each facility should identify supervisors willing to take risks and develop their own professional repertoire in concert with the practicum student.

**C. The practicum experience is the setting in which students use the theories and philosophies they have studied.** Therefore, we believe that every practicum student must:
• have the opportunity to learn from mentors and then put theory into practice
• work with diverse populations
• reflect upon his/her performance
• share ideas with peers and mentors in formal and informal settings

D. A positive working relationship between the facility and UWRF should be seen as mutually beneficial. Therefore, we believe that every practicum student should be an asset to the supervisor and the host facility. Working with a practicum student provides further opportunity to engage in professional dialogue, learn new theories and practices, and grow professionally.

E. We believe that the practicum experience is a collaborative effort between the student, the clinical supervisor, and the university supervisor. Therefore, each member of the triad must clearly understand the three roles, and be willing and able to work closely together for the common good.

II. THE PRACTICUM STUDENT - RESPONSIBILITIES

A. Course enrollment and placement

1. Students may find their own placement, however, if assistance is needed the course instructor will assist in finding a site, which must be approved by the course instructor and site supervisor. Final agreements may not be made by the student. The Practicum/Field Experience Application Form must be completed by the on-site supervisor and course instructor. The application form must include a detailed description of the practicum/field experience objectives and expectations.

2. 50-hours of work are required for each credit for which the student is registered. Practicum/field experience students are expected to assume the responsibilities of a regular staff member. The student is to report promptly at assigned times. Absence from field assignments should not occur without justifiable reason and should be cleared in advance with the on-site supervisor.

3. The on-site supervisor must complete a mid-term evaluation and a final evaluation. Evaluation forms are provided to the student by the course instructor (ALL practicum forms can be downloaded from the department website). It is the student’s responsibility to give the form to the on-site supervisor.

4. Students are required to keep a log of hours worked and of the activities they are involved in as a part of the practicum/field experience. They are strongly encouraged to gather materials from the agency relative to organization, administration, public relations and promotions, evaluation, and management of the facility for future reference.
5. The course instructor will communicate with the on-site supervisor via phone or e-mail. If the student’s performance is unacceptable, the student can be withdrawn from the practicum/field experience by mutual agreement of the on-site supervisor and the course instructor. The course instructor will make one on-site visit during the semester to meet with the site supervisor and student to assess student progress and site suitability.

6. The student is required to complete a final written reflection of the experience.

7. At the end of the practicum/field experience, the course instructor to review the journal, evaluations by the on-site supervisor, and the final reflection. The final grade will be determined in consultation with the on-site supervisor.

B. Student History

1. The student must provide the HHP department with an immunization record 3 weeks prior to enrolling in the course.

2. A student background check will be completed by the College of Education 3 weeks prior to enrollment in the course.

C. Expectations

Enrolling in the practicum results in a significant responsibility. This professional experience provides the student with the opportunity to gain insight into the professional field and to further develop his/her technical skills under the guidance of an experienced professional.

Expectations for Practicum Students:

• Attend all organization's in-services and workshops
• Keep a log of all activities completed and notes regarding any conferences with the supervisor
• Observe the policies, hours, and regulations of the cooperating facility
• Recognize that his/her primary responsibility is to the practicum assignment, understanding that outside activities must not interfere with carrying out this obligation.
• Dress, act, talk, and conduct him/herself as a professional
• Maintain confidentiality with respect to information given by, or about, clients. This includes information derived from client performance, client data records, personnel records, department meetings, or any other source.
• Participate in professional activities of the cooperating facility.
• Understand that practicum students are guests in the host facility and act accordingly.

III. PRACTICUM SUPERVISOR- RESPONSIBILITIES

The UWRF HHP faculty recognizes the profound influence the supervisors have on the growth and development of the practicum student. The role of the supervisor encompasses a number of responsibilities that have been divided into four categories: Orientation to the facility, Conferences, Planning and Evaluation. Each is outlined in the following sections.

Orientation to the Facility/Organization:

• Prepare individuals at the facility/organization for the arrival of the practicum students
• Make copies of the organization handbook, procedures, regulations, policies, etc., available to the practicum student.
• Give the practicum student an overview of plans for the experience.
• Encourage the practicum student to ask questions.

Conferences (Meetings)

Conferences/meetings based on the practicum experiences and performances of the practicum student are one of the most important contributions the supervisor makes in the development of the student. This is a time to jointly reflect on performance, brainstorm strategies, plan future assignments, raise questions, and discuss a host of clinical issues. Conferences enable the practicum student and supervisor to maintain a personal relationship that will allow both to discuss problems relating to the practicum experience. Frequent conferences facilitate two very important functions: planning and evaluation.

• Schedule conferences with the practicum student on a regular basis.
• Help the practicum student analyze and interpret his/her experiences and discover the relationship between theory, principles, and practice.
• Give the practicum student specific suggestions, constructive criticism, and assistance with problems.
• Provide verbal and written feedback.
• Foster an environment that is conducive to self-reflection and evaluation to help the practicum student become aware of her/his own attitudes, strengths, and weaknesses.

Planning

The supervisor is ultimately responsible for the programming of the organization and facility. The practicum student is expected to schedule his/her hours according to the program/organization schedule.

• Emphasize the importance of good planning
• Encourage planning for a wide variety of learning experiences
• Provide flexibility in planning to allow opportunities for constructive creativity by the student.
• Make the student aware of materials and resources that are available at the facility.

Evaluation

Evaluation occurs on an on-going basis and is shared during conference as a means of assisting the student the practicum process. The supervisor completes the evaluation form at least twice during the practicum placement (mid-term and final are required). [Practicum I only requires one evaluation.]
AN ORIENTATION CHECKLIST

This checklist is for use by both the supervisor and the practicum student. While this list will not fit every placement, it serves as a guide to the kinds of information and experiences that can be beneficial to practicum students.

General Information
____ Length of workday
____ Daily schedule
____ Copy of facility calendar
____ Dress expectations
____ Parking procedures
____ Procedures for Illness
____ Expectations for planning
____ Forms to be used
____ Plan schedule for conferences
____ Discuss caseload
____ Discuss expectations of student
____ Discuss expectations of supervisor

Facility Information
____ Meet administrator(s)-Faculty and staff
____ Tour building
   ____ Emergency Procedures
   ____ Bomb Threat
   ____ Disaster/Tornado Drill
   ____ HIV & HBV Procedures
____ Accident Reports
____ First Aid
Use of lounge, phone, and other facilities
Meetings to attend
Availability of Resources
IV. THE UNIVERSITY SUPERVISOR

The University supervisor helps develop continuity by:

- Encouraging the personal self-development and self-adjustment of the student.
- Communicate with the supervisor when appropriate or necessary.
- Answering any questions the supervisor might have about the assessment instrument.
- Assisting in interpreting the practicum program for the cooperating facility.
- Providing the UWRF Department of Health and Human Performance with information about facility policies concerning practicum students.

The University supervisor, based on supervisor evaluation and recommendation, will submit the final grade.
Appendix A - Immunizations

You will need to show evidence of having had these tests/immunizations:
  • Mantoux (Tuberculosis) test
  • Hepatitis B vaccine (three-shot series; you need to begin the series before you see clients)
  • Current Measles, Mumps, Rubella (MMR) vaccine or evidence of immunity
  • Current Tetanus vaccine or evidence of immunity
  • Current Varicella (Chicken Pox) vaccine or evidence of immunity
These are in line with what Allina requires—see attached. Pertussis and Influenza are ‘highly recommended’, but not required.