

# Graduate Internship

PET6947 | Class # 23005,17087 | 3-9 Credits | Fall 2022

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## Course Info

### INSTRUCTOR

**Blain Harrison, Ph.D, CSCS\*D**

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Preferred Method of Contact: **email**

### OFFICE HOURS

Office Hours are by appointment on [zoom](#). You can schedule an appointment with me [here](#).

### MEETING TIME/LOCATION

Access course through Canvas on UF e-Learning (<https://elearning.ufl.edu/>) & the Canvas mobile app by Instructure. Internship Dates: August 24<sup>th</sup> – December 9<sup>th</sup>, 2022

## COURSE DESCRIPTION

The internship course is a practical, professional experience in a healthcare, fitness/ wellness, or research setting, in which interns earn a grade of S (Satisfactory) or U (Unsatisfactory). The internship experience is meant to be a time of service and innovation to the supervising site as well as a significant learning opportunity for the intern. Only through a practical experience such as this can the efficient application of knowledge, ideas, and skills in a realistic work setting occur. With this, both the intern and the organization should benefit immeasurably.

### PREREQUISITE KNOWLEDGE AND SKILLS

There are no pre-requisite courses for PET6947, but a student must enroll in a minimum of 3 credits for this course and may not exceed 9 credits from this course to use towards the graduate degree.

### REQUIRED AND RECOMMENDED MATERIALS

There are no course materials. Course assignments are completed on Canvas

### COURSE FORMAT

Hands-on practical experiences at the discretion of the internship site supervisor. Students must complete a minimum of 48 direct contact hours at their internship site for each registered credit of PET6947.

## COURSE LEARNING OBJECTIVES:

Assessment of Student Learning Outcomes (SLOs) occurs through completion of the Student Learning Outcomes (SLOs) Evaluation. Supervisors will evaluate interns on the 9 specific learning outcomes using a Likert scale. Interns must earn a minimum score of 3 on at least 6 of the 9 competencies in order to successfully meet the internship requirement:

- Integrate principles and methods of math, social sciences, and arts and humanities to applied physiology and kinesiology, wellness, and/or fitness environments. For example:
  - a. Intern can perform body composition calculations.
  - b. Intern can identify socioeconomic impacts on health and fitness behaviors.
  - c. Intern can calculate target and max heart rates in order to prescribe aerobic exercise
- Identify and relate the nomenclature, structures, and locations of components of human anatomy to health, disease, and physical activity. For example:
  - a. Intern can identify muscles used in specific exercises and name other exercises that use those muscles.
  - b. Intern can name specific structures damaged by pathologies like diabetes.
- Identify, examine, and explain physiological mechanisms of homeostasis at various levels of an organism (i.e., cells, tissues, organs, systems). For example:
  - a. Intern can explain the baroreflex.
  - b. Intern can explain why skeletal muscle cells atrophy when immobilized.
  - c. Intern can describe the impact of respiration on blood pH.
- Investigate and explain the effects of physical activity on psychological health as well as the perspectives used to enhance adherence to healthier lifestyles. For example:
  - a. Intern can explain how exercise helps depression.
  - b. Intern knows where to locate information related to psychological health impacts of various activities.
  - c. Interns can identify and properly refer individuals with eating disorders.
- Identify and explain the acute and chronic anatomical and physiological adaptations to exercise, training, and physical activity. For example:
  - a. Intern can explain why resting HR and BP are reduced following endurance training.
  - b. Intern can identify immediate and long-term benefits of resistance training.
- Select and utilize the appropriate scientific principles when assessing the health and fitness of an individual and prescribing physical activity based on those assessments. For example:
  - a. Intern can select a safe fitness test for a cardiac patient.
  - b. Intern can perform skinfold testing and use that data to prescribe appropriate amounts of exercise

- Solve applied physiology and kinesiology problems from personal, scholarly, and professional perspectives using fundamental concepts of health and exercise, scientific inquiry, and analytical, critical, and creative thinking. For example:
  - a. Intern can describe which populations might be prone to ankle sprains.
  - b. Intern can identify medications which might lead to an impaired ability to perform aerobic exercise.
  - c. Intern can prescribe exercise to suit the goals of clients based on fitness assessments.
- Collect, compare, and interpret qualitative or quantitative data in an applied physiology and kinesiology context. For example:
  - a. Intern can perform a submaximal VO<sub>2</sub> test and use the collected data to classify the subject's level of fitness.
  - b. Intern can perform a laboratory experiment and compare their results to other similar studies.
- Effectively employ written, oral, visual, and electronic communication techniques to foster inquiry, collaboration, and engagement among applied physiology and kinesiology peers and professionals as well as with patients, clients, and/or subjects. For example:
  - a. Intern can explain to a patient the importance of hydration during exercise.
  - b. Intern can generate professional emails to ask scientific or medical questions.
  - c. Intern can generate an abstract to present research at a scientific or

## Course & University Policies

### ATTENDANCE POLICY

Students are expected to attend all scheduled internship hours. The student is to follow the calendar of their internship site, NOT the UF Academic Calendar. The following link outlines the UF Attendance Policy found in the Graduate Catalog <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

If a student is absent from their internship site for any reason, the [APK Internship Leave of Absence](#) online form must be completed. Upon submission of the online form, the student's internship site supervisor will receive the responses and be asked to fill out a separate online form approving the reason for the missed time and the plan for making up any missed hours.

### PERSONAL CONDUCT POLICY

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The [Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor or TA in this class.

## EXAM MAKE-UP POLICY

Exams may NOT be submitted late. Students will be permitted to access the exams early upon receipt of evidence of a viable explanation for the need for such an accommodation. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the [online catalog](#).

## ACCOMMODATING STUDENTS WITH DISABILITIES

Students requesting accommodation for disabilities must first register with the [Dean of Students Office](#). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

## COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## Getting Help

### HEALTH & WELLNESS

- U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352-392-1575
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 352-392-1575
- Sexual Assault Recovery Services (SARS) - Student Health Care Center, 392-1161
- University Police Department, 392-1111 (or 9-1-1 for emergencies)  
<http://www.police.ufl.edu/>

### ACADEMIC RESOURCES

- E-learning technical support, 352-392-4357 (select opti on 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu). <https://lss.at.ufl.edu/help.shtml>
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

## INCLUSION, DIVERSITY, EQUITY, AND ACCESSIBILITY RESOURCES

The instructor strives to create an accessible and inclusive environment that is equal for all students regardless of race, gender, ethnicity, or ability. Derogatory, rude, or hurtful interactions with

classmates or the instructor are not tolerated. Questions or concerns related to this statement are welcomed by the instructor or may be addressed to members of the APK IDEA Committee:

- Dr. Linda Nguyen, APK IDEA Liaison, [linda.nguyen@hhp.ufl.edu](mailto:linda.nguyen@hhp.ufl.edu)
- Dr. Rachael Seidler, APK Graduate Coordinator, [rachaelseidler@ufl.edu](mailto:rachaelseidler@ufl.edu)
- Dr. Joslyn Ahlgren, APK Undergraduate Coordinator, [jahlgren@ufl.edu](mailto:jahlgren@ufl.edu)

## Grading

Evaluation Components (number of each)	Points Per Component
Syllabus Review Quiz	5 points
SMART Goals Assignment	5 points
Midterm Self-Evaluation	5 points
Midterm Supervisor Evaluation	100 points
Student Learning Outcomes Assignment	10 points
Final Self-Evaluation	5 points
Final Supervisor Evaluation	100 points
Internship Experience Evaluation	10 points
IDEA Paper	10 points
Total	250 points

**Quiz:** Assessment of your knowledge of the syllabus will occur through a Canvas e-learning quiz (worth 5 points). Please note that this quiz has instructions and a time limit for completion; see Canvas quizzes for details.

### **SMART Goals Assignment** (worth 5 points)

This form is used to identify assigned duties/responsibilities and the corresponding SLOs that the site supervisor will be evaluating the student on. Students will identify one S.M.A.R.T. goal for each SLO on which they intend to be evaluated to be met by the end of the semester. In addition, this form provides emergency contact information and the planned weekly schedule. This form must be completed by the intern via Qualtrics and reviewed with the supervisor before submission

### **Student Learning Outcomes Assignment** (worth 10 points)

Students will submit a paper describing each activity that satisfied the student learning outcomes for the internship as outlined in the SMART Goals Assignment. In other words, it is a follow up on the SMART goals to see what activities were completed to meet them. Details on Canvas.

### **IDEA paper (10 points)**

Students will write about the ways in which their internship site met, or did not meet, the unique challenges related to Inclusion, Diversity, Equity, and Access (IDEA) at their specific sites. Reflection on successes and opportunities within each category will be included. Instructions are provided in Canvas and the assignment will be available for the final 2 weeks of the internship.

**Midterm and Final Evaluations** (self-evaluations: 5 points each, supervisor evaluations: 100 points each)

Provide a quantitative and qualitative assessment of intern progress, to identify areas of weakness, and to offer the intern specific recommendations for improvement.

Supervisors will complete these evaluations via Qualtrics. Students will complete a self-evaluation one week prior to the due date of the supervisor version to allow their supervisors with useful information to complete them.

**Internship Experience Evaluation** - Online Qualtrics survey allowing students to give feedback on their overall internship experience. Be sure to type "Survey Completed" in the text box provided for this assignment on Canvas once you have, in fact, completed the survey.

**COVID-19 Considerations** - Each intern is expected to follow any rules and regulations regarding Covid-19 vaccination and/or mask-wearing set forth by their internship site while earning hours. Please communicate with your internship site supervisor during the first week of the semester to establish expectations and express any concerns.

If you test positive for Covid-19 or you are required to quarantine due to contact tracing, every effort should be made to make up missed hours at your internship site. If you feel you will be below the minimum hour requirement by April 20, contact me at least 2 weeks prior to this date so that I may assign one or more contingency assignments to help make up for missing hours.