

**THE PENNSYLVANIA STATE UNIVERSITY  
INTERNSHIP MANUAL  
DEPARTMENT OF BIOBEHAVIORAL HEALTH  
COLLEGE OF HEALTH AND HUMAN  
DEVELOPMENT**





Dear Student and Preceptor:

This guide is designed to help you simplify the formal and informal steps involved in successfully navigating the Internship Program within the Department of Biobehavioral Health. In this manual you will find a description of roles and responsibilities and the necessary documents needed to formalize, monitor, and complete the internship process.

Our internship program is recognized by our students and alumni as one of the most valuable experiences of their academic careers. It provides a unique opportunity to apply classroom learning in a practical setting. Professionals have mentored students within the College of Health and Human Development for more than 30 years.

Serving as a preceptor for an intern not only permits participation in student growth and in the potential development of an organization's workforce. Interns bring new skill and knowledge that contribute to the organization; they add a fresh dimension to the environment and contribute real effort to the work at hand.

As a student or preceptor, we hope you will commit to share your important knowledge and experience. We also hope that this opportunity will be productive and rewarding for all involved with the Biobehavioral Health Internship Program.

If you have any questions or have a particular need as a student or preceptor, please feel free to contact the Department of Biobehavioral Health at (814) 863-7256.

Sincerely,

BB H Internship Coordinator

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## BACKGROUND

### **The Vision of the Department of Biobehavioral Health:**

The Department of Biobehavioral Health seeks to promote and nurture a learning environment for preparation and training in transdisciplinary research and dissemination of knowledge in biobehavioral health by becoming a leader, nationally and internationally, in using team-science approaches to address issues that connect health with behavior from cell to society.

### **The Mission of the BBH Undergraduate Program:**

The Mission of the BBH Undergraduate program is to prepare students to investigate health issues in an integrated way, by taking into account the many different factors—biological, behavioral, social, cultural, and environmental—that influence health throughout the life span. We achieve our mission by providing our students with rich educational experiences involving academic instruction, practical experiences, interactions with faculty, and other opportunities for students to reach their highest levels of intellectual achievement, career aspirations, and personal growth.

### **The Goals of the Biobehavioral Health Undergraduate Program:**

- Upon the completion of the undergraduate program in Biobehavioral Health, a student will be able to:
- Describe and understand the fundamental biological, behavioral, social, cultural and environmental processes that influence health and disease;
- Explain how the fundamental processes underlying health and disease can interact to produce individual differences in health, and health disparities among groups;
- Critically evaluate current empirical research on health and disease, explaining implications and limitations to the lay public;
- Understand and apply ethical principles in the conduct of research and professional practice and in the analyses in implementations of health-related policies and programs; and to
- Plan, implement, and evaluate health promotion/disease prevention programs for diverse populations.

## THE INTERNSHIP PROGRAM

The Biobehavioral Health Internship Program is a *voluntary* program designed to provide experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development at a professional setting. *Students must apply for and be accepted into the BB H Internship Program.* The summer Internship Program provides real world career experience to those looking to explore or gain the relevant knowledge and skills vital to establish a professional identity, to prepare for future job placement and/or enable students to prepare more competitive applications for entry into post baccalaureate programs in medical fields or graduate school. *Even though the internship semester is spent away from the University, students will be enrolled and expected to pay full tuition.* The internship is an opportunity to get work experience and to be a professional in a setting that meets students' individualized learning goals. Usually the internship process begins in the junior or senior year. Because of the benefits realized through professional development and inquiry in the field, *it is the student's responsibility to identify an internship site.*

## The BB H Internship program consists of two elective courses within the BB H major:

### BB H 490 and BB H 495:

If accepted into the program, it is recommended that students meet with their academic advisor to determine how these courses may be effectively integrated for credit into their proposed course of study.

#### **BB H 490: Introduction to Internship Experience (3 credits, spring)**

BB H 490 is the first of two internship courses and should be taken one semester before the internship. BB H 490 is only offered in the spring semester. This course will provide students with the professional and academic skills necessary to develop an internship, be successful in an internship and equip students with valuable skills to benefit career or employment opportunities or enable students to prepare more competitive applications for entry into post baccalaureate programs in medical fields or graduate school. The primary goal of the course is to provide integrative learning experiences preparing students to be successful in their internship endeavor, while learning practical skills beneficial to flourish in future career choices. Students must complete BB H 490 with a minimum grade of "C" and have the instructor's approval before you can continue with the internship program.

Course topics include:

<ul style="list-style-type: none"><li>• Professional self-assessment and critical reflection</li></ul>	<ul style="list-style-type: none"><li>• Person/environment fit</li></ul>
<ul style="list-style-type: none"><li>• Experiential learning</li></ul>	<ul style="list-style-type: none"><li>• Professional writing criteria</li></ul>
<ul style="list-style-type: none"><li>• Resume and cover letter creation</li></ul>	<ul style="list-style-type: none"><li>• Interviewing skills</li></ul>
<ul style="list-style-type: none"><li>• Practical skills related to securing an internship consistent with professional goals</li></ul>	<ul style="list-style-type: none"><li>• Ethics within the BBH field</li></ul>
<ul style="list-style-type: none"><li>• Professionalism</li></ul>	<ul style="list-style-type: none"><li>• Conflict resolution</li></ul>
<ul style="list-style-type: none"><li>• Effective communication</li></ul>	<ul style="list-style-type: none"><li>• Internship agreement guidelines</li></ul>

During BB H 490, all internship sites must be approved and must have completed an **Affiliation Agreement** (Appendix A) prior to the beginning of the internship. Of primary concern in granting approval will be the appropriateness and suitability of the internship site and the ability of the host organization to provide the desired experiences and supervision of the student. It is recommended that students purchase professional liability insurance for their internships.

In BBH 490 students will work towards completing an online **Site Application** to receive approval for a prospective site and an **Internship Agreement** (Appendix B). The agreement will guide learning experiences for each student during the internship. This agreement outlines specific professional expectations for both student and site supervisor, as well as summarizes particular tasks and job responsibilities to be performed by the student and supervised by the site preceptor. Approved intern responsibilities are crafted to meet individualized student goals and skills based on their future career or educational path. Progress towards these goals will be evaluated at the mid-point and conclusion of the internship.

The student, site supervisor and Internship Coordinator will develop and mutually agree upon the internship activities. It is important that the activities support the student's career goal. A list of activities must be written within the **Internship Agreement** (Appendix B) prior to the internship. These activities will serve as a guide as to what the student is to complete, what the expectations are, and what will be reviewed when the site preceptor evaluates student performance at the end of the semester.

**Suggested Activities Include (but are not limited to):**

- Creating and/or completing presentations, demonstrations, and/or program evaluations
- Researching program need/challenge/issue through conducting literature searches, writing reports, and/or issue summaries
- Assisting with management of agency
- Assisting with publicity (i.e., newsletters), special events, fund raisers
- Creating materials for use in the program such as, displays, learning packets, posters, handouts, bulletin boards
- Conducting observations, home visits, documentation, attend professional/staff meetings
- Researching, literature searches, locating information and resources
- Organizing events, guest speakers, panels, lectures
- Identifying and diagnosing a program need or problem as determined by the sponsoring organization
- Developing, coordinating, and/or administering a program activity
- Assisting in the preparation of special reports, grant applications, manuscripts and curricula
- Working with the professional staff on an interagency basis, visiting related agencies to discuss networking or the types of services they provide
- Providing direct services (supervisory, educational, care) to individuals or groups.
- Shadowing of clinical services



Even though BB H 490 focuses on the development of internship arrangements, it is important to be thinking about the internship prior to BB H 490. If possible, students should try and volunteer at an agency before the internship or try to get a summer job in a related field. Then you will be ready to contemplate the following questions:

- What kinds of problems am I interested in resolving?
- What type of agency or organization do I want to work for during my internship?
- What kind of professional experience do I want?
- How will this internship experience fit into my short-term plans after I earn my degree?
- Do I want to do my internship in a particular geographical area?

## **BB H 495: Internship Experience in Biobehavioral Health (3 or 6 credits, summer)**

BB H 495 represents a one semester internship experience (Appendix D). Its focus is experiential learning accompanied by intensive supervision, provided by on-site personnel, as well as University based mentoring. This course places students in numerous workplace and/or research settings that relate to these respective factors with the expectation that these experiences will allow students the opportunity to apply and integrate theoretical course work within professional settings to prepare for future job placement and/or enable students to prepare more competitive applications for entry into post baccalaureate programs in medical fields or graduate school. *Even though the internship semester is spent away from the University, students will be enrolled and expected to pay full tuition.*



They will learn the “day-to-day” requirements of being in the field, including professional behavior, practices and ethical considerations. Students will be asked to critically reflect on new, challenging and unexpected encounters that occur during the internship period so as to draw personal and professional lessons from them. In addition, internship activities and assignments are designed to meet individualized learning goals and skills, and to evaluate

progress toward those competencies. Internship work will be evaluated on an ongoing basis with the student intern, work place supervisor, and/or faculty member involved in the process.

### **INTERNSHIP APPLICATION PROCESSES AND PROCEDURES**

The upper-level internship in Biobehavioral Health (BB H 495) is a very valuable experience for students within the curriculum. It provides the opportunity for students to enter the work world and use their skills and knowledge in a supervised environment. It is during the internship that the integration of the course of study and the application of skills and knowledge begins to evolve. Therefore, it should be structured to be as realistic as is possible and include as many hands-on experiences as is practically feasible at the internship site supervisor’s discretion. Ideally, students should follow the same work schedule as their on-site supervisor. BB H 490 (Introduction to Internship Experience) is a prerequisite to BB H 495. *Students must apply for and be accepted into the BB H Internship Program prior to registering for BB H 490 or 495.* If accepted into the program, it is recommended that students meet with their academic advisor to determine how these courses may be effectively integrated for credit into their proposed course of study.

**Pre-Internship Procedures:** All arrangements must be completed in the fall and spring semester prior to the start of the internship.

#### **Requirements to apply for a BB H Internship:**

- Students must have a minimum 3<sup>rd</sup> semester standing
- Students must have completed BB H 311 and/or other 300-level BB H courses
- Students are recommended to have a minimum 3.0 GPA
- Students must attend a BB H Internship Information Meeting in the fall semester
- Students must complete a BB H Internship Application and be accepted into the program

In the fall semester prior to the beginning of the summer internship, procedures and guidelines should be obtained by going to the BB H Internship Office in 227 Biobehavioral Health Building.

To be considered for the program, students must attend a mandatory BB H Internship Information Meeting to learn more about program requirements and eligibility. *After the information meeting, students are required to schedule an advising meeting with the Internship Coordinator by appointment to discuss student goals and objectives.*



After the advising meeting, students may submit a BB H Internship Application online via a link provided by the Internship Coordinator. The BB H Internship Application will require elements such as a resume, current copy of your PSU transcript, personal statement, proposed plan of study in relation to an internship and two recommendation letters.

Selected applicants will be informed of their acceptance in November of the fall semester and be required to register for BB H 490, Introduction to Internship Experience to be taken in the spring semester. During BB H 490 students will go through processes to prepare for and research possible internship sites.

It is the responsibility of the student to make the initial contact with the agency or organization to inquire about the possibility of being accepted as an intern. The Internship Coordinator will assist students in identifying possible internship locations. The student is responsible for arranging an interview if distance permits. If this is not possible, the student must contact the organization via phone to discuss with the on-site supervisor the expectation of the organization and the conditions of the internship.

If the organization is willing to consider the student, the Internship Coordinator will contact the site to gather needed initial contact information and assess site appropriateness.

Once a potential site has been identified, students must submit an online **BB H Site Application** for approval. The **BB H Site Application** will require information about the site and site supervisor, as well as a cover letter, resume and proof of liability insurance.

Upon approval, the BB H Internship Coordinator will send an **Affiliation Agreement** (Appendix A) to the potential site for review and signature. All sites must have a completed Affiliation Agreement on record prior to the start of the internship.

Next, during BB H 490 students will begin to develop the **BB H Internship Agreement** (Appendix B) with their site preceptor and internship coordinator to confirm internship tasks, responsibilities, work schedule, goals and objectives, expectations and evaluation procedures. A signed BB H Internship Agreement must be approved in May prior to the start of the practicum.

Students also are required to register for BB H 495 for 3 or 6 credits prior to the internship (Appendix D). All processes and procedures are outlined in the **Internship Checklist** (Appendix C).



## THE INTERNSHIP EXPERIENCE

BB H 495 represents a one semester internship experience. Its focus is experiential learning accompanied by intensive supervision, provided by on-site personnel, as well as University-based mentoring. The BBH major is an interdisciplinary program enabling students to explore many factors influencing individual health—biological, behavioral, social/cultural, and environmental.

The summer internship is an intensive work experience designed to for student to development practical knowledge and skills. Generally students work as full-time professionals for the semester; for example, students will work approximately 240-320 hours over the course of 6 to 12 weeks based on the needs of the internship site earning 3-6 credits (Appendix D). Three credits are equivalent to a minimum for 240 hours in the field; six credits require at least 480 hours. The internship is one of the most valuable and exciting educational experiences at Penn State. *Even though the internship semester is spent away from the University, students will be enrolled and expected to pay full tuition.*

It is possible to choose internship agencies or organizations from among those previously used by the department or new sites may be identified. Although most students will complete their internships in agencies within Pennsylvania and surrounding states, requests for completing an internship anywhere within the United States may be approved. Under special circumstances, the Department may also approve internship sites abroad. *It is the student's responsibility to identify an internship site.*

Initiated by the Internship Coordinator, an **Affiliation Agreement** (Appendix A) must be completed and approved for all internship sites prior to the beginning of the internship. Of primary concern in granting approval will be the appropriateness and suitability of the internship site and the ability of the host organization to provide the desired experiences and supervision of the student. It is recommended that students purchase professional liability insurance for their internships.

Organizations that train interns have found the experience allows them the opportunity expand their particular programs and services, provide better or additional services to their clientele, complete special projects or educational programs, and to observe and evaluate interns as potential recruits. They also provide input to the Department of Biobehavioral Health on issues from curriculum relevancy to professional needs and concerns.



## ROLES AND RESPONSIBILITIES

Three participants are central to the internship experience: the student intern, the preceptor, and the internship coordinator. While each component has distinct functions during the internship experience, all three must be integrated. The roles and responsibilities of each are described in the following section.



**Student Intern** – a student or recent graduate undergoing supervised practical training. For the internship to be successful, each student must be an active participant in the process. During the preparation for the internship and throughout the experience itself, students become involved in a self-assessment process in which they define and redefine goals and objective, make information choices, and evaluate their own personal and professional growth and development.

The internship is intended to provide the student with an opportunity to develop his/her own professional role through observation of others and by experiencing role-related tasks. Theories, concepts, and skills learned in the classroom are applied in appropriate setting under the guidance of an experienced industry leader serving as preceptor.

Students receive assistance from the department in identifying potential internship sites, but ultimately the responsibility for securing the internship falls on the student. This involves career preparation activities such as refining resumes, submitting applications, interviewing, etc. Further assistance is provided to students and is usually tailored to their career focus area.

- During the internship, the student is expected to meet all the requirements and responsibilities established by the preceptor and to work to the best of his/her abilities. Interns are expected to be timely, dress appropriately, and act professionally and dependably. In addition, interns are required to:
- Ensure that the **Affiliation Agreement** (Appendix A) and **Internship Agreement** (Appendix B) are fully completed and submitted to the Internship Coordinator and/or site preceptor. Unless the student receives prior approval, internships will not be approved if these **Agreements** are not submitted prior to the start date.
- Complete required coursework for BB H 495 (Appendix D)
- Complete a **Weekly Log** of the internship experience that will be submitted to the Internship Coordinator every 80 hours. Site preceptors must initial the log before submission (20% of grade).
- Complete the online **BBH Student Mid-Semester Internship Appraisal** (6% of grade).
- Complete a **Final Internship Progress Report** reflecting on primary learning experiences and professional development (20% of grade).
- Complete a **Site-Specific Project** as negotiated with the site preceptor (20% of grade).
- Participate in **Bi-weekly Online Group Forums** throughout the summer. As a result of the discussion topics, students will share various aspects of the organization and reflect on learning experiences with other student interns (8% of grade).
- Complete the online **BB H Student Final Internship Appraisal** (6% of grade).

- Make sure that preceptor is aware of the online **BB H Preceptor Final Internship Appraisal** that must be completed and make an appointment to review the evaluation prior to the last day of their internship (The preceptor’s final appraisal of you internship work is 20% of your final grade).

**Student Internship Activities:**

Internships are individually tailored by students and their preceptors in consultation with the Internship Coordinator. In order to match the interests of the student and the needs of the field organizations, careful planning and communication are essential on the part of all involved, but especially on the part of the student intern. A typical internship includes both observational and participatory activities. The following lists are examples of some internship activities and projects in which Penn State students have participated in recent years.

<b>Observational Activities</b>	<b>Participatory Activities</b>
Attend board meetings	Help prepare department for Joint Commission and/or DOH visits
Attend department meetings	Revise a policy manual and generate reports
Rotate through admin. and/or clinical departments	Design a brochure
Attend management seminars	Write a press release and set up photos
Shadow a physician, resident or others	Assist with budgeting and allocating expenses
Observe a surgical procedure	Update pertinent manuals
Ride on a medic unit for a day	Design and conduct client satisfaction or needs assessment surveys
Sit in on employment interviews	Facilitate an educational presentation
Participate in community activities	Collect information for a benchmarking project
Interact with suppliers, regulators, etc.	Create a database from organizational records



**Preceptor** – An expert or specialist, such as a physician, administrator, or manager who gives practical experience and training to a student.

**Preceptor Roles:**

Preceptors (or mentors) are health service professionals who have an interest in sharing their administrative knowledge. By providing guidance and coordinating an interns’ experiences in a supportive and professionally stimulating environment, they make an important commitment to the development of emerging professionals in their fields. The role of the preceptor is similar to that of a supervisor overseeing the work of an entry-level employee, with a particular focus on educational and personal development. Throughout the internship, the preceptor assumes a key role in the student’s development. Through regularly scheduled meetings, the preceptor interacts with the students and reviews progress, answers questions, helps resolve problems, and reviews performance in the context of the intern’s own goals and objectives.

The preceptor's role extends beyond the time frame of the internship itself. The following suggested guidelines represent activities normally performed by preceptors before, during, and after the internship experience.

#### **Before the internship experience:**

- Meet with the prospective intern and jointly complete the **Internship Agreement** (Appendix B), including the preceptor qualifications section. Students will be given a specific deadline for submission of the agreement during the spring semester.
- Review and sign the **Affiliation Agreement** (Appendix A).
- Participate in a meeting and/or conference with the Internship Coordinator prior to the start of the internship.
- Discuss the arrival of the student intern and the intern's roles, goals, objectives and course requirements (Appendix D) during the internship with appropriate personnel.
- Ensure that adequate space and support services are available to the intern upon arrival.
- Ensure all pre-arrival arrangements have been made with the intern.

#### **Ongoing Internship Activities:**

- Make sure the student intern is provided with an orientation to the organization. This usually includes a tour of the facility and information about the organization's mission, history, policies, and organizational structure.
- Finalize an internship schedule with the student.
- Arrange regular meeting times to discuss progress, problems, questions, and provide performance feedback to the student on an ongoing basis.
- Introduce the student intern to other key personnel.
- Arrange for the student intern to attend staff and management-level meetings as appropriate.
- Provide opportunities for the intern to observe the relationship between the organization and other local, regional, and national health organizations, as well as its relation to the community.
- Immediately contact the director of professional development with problems or concerns regarding the student intern.
- Review and sign student's **Weekly Logs** (20% of grade).
- Consult with students regarding the development of a **Site-Specific Project** (20% of grade).
- Complete the online **BB H Preceptor Mid-Semester Internship Appraisal**. The evaluation link will be sent directly to preceptors at the internship mid-point.

#### **Culmination:**

Complete the online **BB H Preceptor Final Internship Appraisal** prior to the end of the internship. The evaluation link will be sent to preceptors prior to the completion of each student's internship. We ask that preceptors carefully complete and review the evaluation with the student. This will ensure the student receives honest objective feedback that identifies his/her individual strengths and opportunities for improvement. The final evaluation will count as 20% of the student's grade

## After the Internship:

Maintain contact with the Department regarding future internship placement and other opportunities of mutual interest.



**Internship Coordinator** – A member of the teaching faculty at Penn State responsible for the coordination and management of the BB H student internship program.

### **Internship Coordinator Roles (PSU):**

The director of professional development is responsible for maintaining relationships among the department, student interns, and preceptors. Specific responsibilities include:

- Develop and maintain relationships with health service organizations and agencies in which students may secure appropriate internships.
- Ensure that an **Affiliation Agreement** (Appendix A) is completed for each internship site.
- Provide the students with consultation and information helpful in securing and planning internships.
- Facilitate and review each student's **Internship Agreement** (Appendix B) to ensure that the internship experience is providing an acceptable balance of general administrative exposure and focused application of skills.
- Be accessible to both student and preceptors by phone throughout the internship period.
- Review the student Weekly Logs, monitor participation in **Bi-weekly Online Group Forums**, and grade the internship assignments.
- On the basis of the preceptor reports, the student's self-evaluation, and the director's own observations, evaluate and grade each student's performance.
- Encourage students and preceptors to give constructive feedback regarding the academic and professional preparation provided by the Department.

## **INTERNSHIP FREQUENTLY ASKED QUESTIONS**

### **What is the BB H Internship Program?**

The Internship Program is designed to assist student gain pre-professional experience and in establishing a professional identity to enhance their appeal to potential employers, in addition to preparing more competitive applications for entry into post baccalaureate programs in medical fields or graduate school. The internship is the student's opportunity to apply the theoretical concepts learned in the classroom to a real world setting.

### **What types of positions are available for internships?**

The BB H Department has relationships with different organizations within Pennsylvania and throughout the United States. Students are able to select internship sites from these sites, or we will work with students to form a relationship with an internship site that better meets their interests.

### **What are the requirements to apply for the BB H Internship Program?**

Requirements to apply for a BB H Internship:

- Students must have a minimum 3<sup>rd</sup> semester standing
- Students must have completed BB H 311 and on other 300-level BB H courses
- Students are recommended to have a minimum 3.0 GPA
- Students must attend a BB H Internship Information Meeting
- Students must complete a BB H Internship Application and be accepted into the program

Once selected, students must take the introductory course, BB H 490, one semester before enrollment in the internship. The Internship Program consists of two courses: BB H 490 and BB H 495 (6 or 9 credits). If accepted into the program, it is recommended that students meet with their academic advisor to determine how these courses may be effectively integrated for credit into their proposed course of study.

### **How do I apply for the BB H Internship Program?**

After attending a BB H Internship Information Meeting, students must schedule an advising meeting with the Internship Coordinator to discuss student goals and objectives. After the advising meeting, students may submit a BB H Internship Application online via a link provided by the Internship Coordinator. The BB H Internship Application will require elements such as a resume, current copy of your PSU transcript, personal statement, proposed plan of study in relation to an internship and two recommendation letters. Selected applicants will be informed of their acceptance in November of the fall semester and be required to register for BB H 490, Introduction to Internship Experience. During BB H 490 students will go through processes to prepare for and research possible internship sites.

### **What courses do I need to take for the internship?**

After acceptance into the BB H Internship Program, there are two required courses:

- **BB H 490** - Introduction to Internship Experience - 3 credits (Spring)
- **BB H 495** – Internship Experience in Biobehavioral Health - 3 or 6 credits (Summer)

TOTAL CREDITS = 6 or 9 credits

## **What role does the Internship Coordinator play in developing/helping me find an internship and will the Internship Coordinator place me at a site?**

During BB H 490 you will receive information and guidance about possible internship sites. Although the department may assist with accommodations for practicum experiences, *it is the student's responsibility to identify an internship site*. Site placements are not guaranteed. Students are encouraged to consider and visit at least three internship sites to find the best match with their interests in terms of type of agency and clients served. Goodness-of-fit between the agency and the student is very important since students will be working in that agency in a similar capacity as a regular employee. The BB H Internship Office does not *place you* in an organization, but we do provide you with alternatives and support to contact agencies, interview, and develop an appropriate internship.

## **What is the difference between the Affiliation Agreement and an Internship Agreement?**

The *Affiliation Agreement* is a legal agreement between Penn State and your internship site that outlines each organization's legal responsibilities. All sites must sign an Affiliation Agreement prior to the internship start; the Internship Coordinator will assist with this process. The *Internship Agreement* outlines your rights and responsibilities as an intern. It should contain the details of your expected duties at your site. It is an agreement between you, your internship site, and the BB H Department regarding the experience you will gain and the academic work you will complete during your internship.

## **Do students need liability insurance to complete an internship?**

Students who intend to participate in BB H 495 internship experience are required to procure and maintain professional liability insurance for the duration of the internship experience. The Department of Biobehavioral Health will NOT submit contracts and internship materials, nor can students begin their practicum experience until each student provides proof of professional liability insurance. The Department requires that each student obtain minimal professional liability coverage of 1 million/3 million (1M/3M). Students that are completing their BB H 495 internship credits with a Department of Biobehavioral Health Research Faculty member are not required to purchase liability insurance. Students may select any company to obtain their own professional liability insurance policy; the Internship Coordinator will provide sources to students for acquiring liability insurance for this mandatory course requirement.

## **What is an acceptable resume for an internship placement?**

Resumes should be complete and of professional quality. Students are instructed in resume writing in BB H 490 prior to their internship search. Instructions on writing resumes and cover letters along with samples will be provided during BB H 490. Additional assistance regarding resume writing, including assistance in writing or revising your resume, can be found at Career Services.

## **What is appropriate dress for an internship interview?**

Business attire is appropriate for an internship interview, no matter how casually actual employees may dress. Clothes should be clean, ironed and neat. For women, this means that a skirt or dress pants, a blouse or shirt, and a jacket in neutral colors are usually good choices. For men, a business suit is appropriate or dress pants, a collared shirt and necktie, and blazer or suit jacket can work fine. Students should not wear revealing, flashy, tight, or loud clothing. A tip given by Career Services is to pay attention to your head and your feet. If your face and hair are clean and presentable, and if your shoes are clean), this can go a long way in making a good impression. Additional assistance regarding [interviewing](#) and professional dress can be



found at Career Services. If you are uncertain whether what you plan to wear for an interview is professional, feel free to ask your academic or faculty advisor, a trusted faculty member, or the Internship Coordinator.

**When is an internship completed?**

The BB H Internship (BB H 495) must be completed in the summer semester following completion of BB H 490. Generally students work as full-time professionals for the semester; for example, students will work approximately 240-320 hours over the course of 6 to 12 weeks based on the needs of the internship site earning 3-6 credits (Appendix D). Three credits are equivalent to a minimum for 240 hours in the field; six credits require at least 480 hours.

**Are there paid internships available?**

Yes, although it is the responsibility of the student to secure a paid internship, and very few internships are paid.

**Can I take classes during my internship?**

Taking extra classes during your internship is strongly discouraged since the internship is very demanding and requires completing several assignments during the semester in addition to the full or part time work position the intern must fulfill.

**Where can I get more information about the Biobehavioral Health Internship Program?**

Please schedule an appointment with the BB H Internship Coordinator, in the BB H Internship Office in 227 Biobehavioral Health Building or our website at <http://bbh.hhdev.psu.edu/cms/bbh/internship>.



## APPENDIX A: AFFILIATION AGREEMENT



Department of Biobehavioral Health  
College of Health and Human Development  
The Pennsylvania State University  
219 Biobehavioral Health Building  
University Park, PA 16802-1307  
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Fax: 814-863-7525

### INTERNSHIP PROGRAM AFFILIATION AGREEMENT

This agreement is made as of the \_\_\_ day of \_\_\_\_\_, 20\_\_ between The Pennsylvania State University through its Department of Biobehavioral Health, hereinafter called UNIVERSITY, and \_\_\_\_\_ hereinafter called AFFILIATING INSTITUTION, having its principal place of business at \_\_\_\_\_, for the mutual goal of training a student during an internship under the direction of a supervisor in the employ of the internship site identified above.

The internship is intended to provide the student with a culminating/integrating experience in a typical work setting that is appropriate for each student's course of study and their short and/or long-term goals. The internship will begin and end upon agreed upon dates as established between student, AFFILIATING INSTITUTION, and BBH Internship Coordinator. Internships may be terminated immediately if conditions so require.

The purpose of this agreement is to define the roles and responsibilities of the UNIVERSITY and the AFFILIATING INSTITUTION in the undergraduate internship program of Biobehavioral Health.

This agreement will be effective as of the date of last signature for the year commencing January 1 and ending December 31. Renewal of this agreement will be automatic each year unless either party submits written notification to the other of its intention not to renew; said notice must be given at least ninety days prior to the expiration of the contract. Agreement will not extend beyond five (5) years.

Both parties understand that this agreement may be modified or revised through written amendments, by mutual consent.

#### JOINT RESPONSIBILITIES

1. The UNIVERSITY and the AFFILIATING INSTITUTION will enter into an Affiliation for the purpose of education and training undergraduate interns from the UNIVERSITY, within the Department of Biobehavioral Health (BBH).
2. Neither the UNIVERSITY nor the AFFILIATING INSTITUTION shall discriminate against any person because of age, ancestry, color, disability, handicap, national origin, race, religious creed, sex, sexual orientation, gender identity or veteran status.
3. The program at the UNIVERSITY and the AFFILIATING INSTITUTION will meet the requirements of the Undergraduate Internship Program as described in the BBH Internship Handbook.
4. The number of students, the program of education and training within the AFFILIATING INSTITUTION, and the scheduling of field experience at the AFFILIATING INSTITUTION will be determined annually by mutual agreement between the AFFILIATING INSTITUTION and the UNIVERSITY.
5. The UNIVERSITY and the AFFILIATING INSTITUTION agree that students will be supervised by qualified field supervisors of the AFFILIATING INSTITUTION.
6. The UNIVERSITY and the AFFILIATING INSTITUTION will maintain confidentiality of patient records and student records.
7. Equipment owned by the UNIVERSITY and the AFFILIATING INSTITUTION will remain the property of each and the maintenance, repair, and replacement, whether for normal use or breakage, will remain the responsibility of each pertinent institution.

8. The UNIVERSITY is responsible for dismissal of a student for academic or disciplinary reasons, but the AFFILIATING INSTITUTION maintains the right to remove a student from fieldwork affiliation if the student does not comply with the safety, ethical, or treatment standards of the AFFILIATING INSTITUTION. In the event of a student's pending or immediate dismissal by the AFFILIATING INSTITUTION, the Academic Coordinator of The Internship Program at the INSTITUTION will determine jointly if and when such a student should be permitted to return to the AFFILIATING INSTITUTION.

#### RESPONSIBILITIES OF THE DEPARTMENT OF BIOBEHAVIORAL HEALTH, PENNSYLVANIA STATE UNIVERSITY:

The UNIVERSITY will:

1. Be approved by the Middle States Association of Colleges and Schools.
2. Have control over all phases of the administration of the program, curriculum content, admission requirements, faculty appointments, evaluation, promotion and graduation, and all other pertinent matters that are internal to the UNIVERSITY. The UNIVERSITY will maintain the necessary academic records of the students.
3. Employ an Academic Coordinator of The BBH Internship Program to coordinate field placements with students and field supervisors, to provide course information and objectives to field supervisors, and to assist in resolving problems and difficulties. The Coordinator will meet the qualifications prescribed by the UNIVERSITY as a member of the faculty.
4. Coordinate placement of students to the AFFILIATING INSTITUTION for their field internship in accordance with the UNIVERSITY calendar and the agreement reached on the capacity of the AFFILIATING INSTITUTION to accommodate students for the necessary training. The UNIVERSITY will coordinate placements of students who have fulfilled prerequisites for field experience through completion of requirements for BBH internship placement.
5. Notify students that they are to obtain prior written approval from the UNIVERSITY and AFFILIATING INSTITUTION before publishing any material relative to the fieldwork.
6. Inform each student that professional and general liability insurance is not provided by the UNIVERSITY. If such insurance is required by the AFFILIATING ORGANIZATION, it must be obtained by the student or supplied by the AFFILIATING ORGANIZATION.

#### RESPONSIBILITIES OF THE AFFILIATING INSTITUTION:

The AFFILIATING INSTITUTION will:

1. Make appropriate facilities available to the affiliating student.
2. Confer with the student prior to the start of the internship to:
  - a. Describe the expectations of the AFFILIATING ORGANIZATION
  - b. Assign specific responsibilities and an on-site supervisor
3. Orient the students to the field site.
4. Monitor the student's progress in fulfilling assigned responsibilities.
5. Assign to the student any unanticipated responsibilities that have educational merit or value.
6. Sign weekly reports written by the student to be sent to the UNIVERSITY to attest to the validity of the report.
7. Advise students if they are responsible for obtaining professional liability insurance and/or health insurance prior to beginning their field placements. Students shall provide evidence of such insurance on request of the AFFILIATING INSTITUTION.
8. Permit students and the UNIVERSITY faculty to use the cafeteria, dormitory, laundry, and parking facilities, if available, at the same rate of charges as for employees.
9. Submit to the UNIVERSITY an evaluation of each student's performance during the fieldwork experience, according to the format established by the UNIVERSITY. Any provisions not included in this agreement are to be subject to agreement between the UNIVERSITY and the appropriate administrative official to the AFFILIATING INSTITUTION.

NOTICES:

All notices and communications hereunder shall be in writing and deemed given when personally delivered to or upon receipt when deposited with the United States Postal Service, certified or registered mail, return receipt requested, postage prepaid, addressed as follows or to such other person and/or address as the party to receive may designate by notice to the other.

IF TO PSU:

IF TO SITE:

\_\_\_\_\_  
Internship Coordinator  
The Pennsylvania State University  
The College of Health and Human Development  
The Department of Biobehavioral Health  
219A Biobehavioral Health Building  
University Park, PA 16802

With a copy to:

Assistant Treasurer  
408 Old Main  
University Park, PA 16802

Officials signing the agreement for the participating institutions:

The Pennsylvania State University

\_\_\_\_\_  
(Affiliating Institution)

\_\_\_\_\_  
Authorized University Signature

\_\_\_\_\_  
Administrator for Affiliating Institution

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## APPENDIX B: INTERNSHIP AGREEMENT



### The Pennsylvania State University Department of Biobehavioral Health Internship Agreement

<u>STUDENT</u>	<u>SUPERVISOR</u>	<u>ORGANIZATION</u>
Name	Supervisor's name including salutation	Organization
Phone	(Mr., Ms., Dr., Rev.) and full first name and last	Program or Department
Job title	Job title	Mailing address (including city, state and zip)
Internship Dates	Office Phone Number	
	E-mail address	County

**STUDENTS: PLEASE INITIAL IN THE SPACES BELOW TO INDICATE THAT YOU UNDERSTAND THE STATEMENT**

\_\_\_\_\_ **I GIVE** permission for the BBH Internship Office to use my assignments and this Internship Agreement as training materials for future BBH students. I understand that these materials will not have any identifying information or my grade on them.

**OR**

\_\_\_\_\_ **I DO NOT** give permission for the BBH Internship Office to use my assignments or this Internship Agreement as training materials for future HDFS students.

\_\_\_\_\_ I understand I am **ELIGIBLE TO INTERN** as long as I am in **DEGREE STATUS**, I have passed BBH 490 with a C grade or better, have passed three, 300-level BBH Courses with a C grade or better, maintain a 2.0 GPA, and my **REGISTRATION IS COMPLETE**. If at any point after my Internship Agreement has been approved, my degree status changes, or I fail to obtain a C or better in the classes listed above, I understand that I must notify the Internship Office in writing immediately.

\_\_\_\_\_ I understand that I am expected to follow the same attendance and scheduling requirements that other newly-hired full time employees follow. This applies to snow days, holidays, vacation, sick time, and breaks. If other newly hired employees do not receive breaks, then I should not expect to receive such breaks or vacations. If a site is closed on a particular day (e.g., snow day, holiday) and other full-time employees are off, then I will be off; I will indicate the number of hours missed on my Daily Log and will not be responsible for making up those hours.

\_\_\_\_\_ I understand that I am **strongly discouraged** from taking classes during my internship.  
Do you plan to take classes during your internship? \_\_\_\_\_  
If yes, you must attach a copy of your schedule to your Internship Agreement before it will be considered for approval.

**NOTE:** If at any point after your Internship Agreement has been approved you decide to add a class or classes, you must provide the Internship Office with: (1) a copy of your revised schedule and (2) a revised copy of the Internship Agreement including a new signature page. *Failure to do so will automatically result in a deduction of one letter grade from your final BBH 495 grade.*

\_\_\_\_\_ I am aware that I need to complete an online Internship Application by the deadline provided by the Internship Coordinator and am aware that Professional Liability Insurance is required for the internship and will upload a PDF file of my insurance rider as verification with the online BBH 495 Internship Application

### QUESTIONS

*During your interview with Organization staff, be sure to ask and get responses to these questions.*

**Would you recommend that I do an observation of the site prior to starting an internship? If so, how do I make arrangements to do this?**

- 

**Are there orientation materials that you would like me to review prior to starting an internship? If so, how/when can I obtain the materials?**

- 

**How will orientation/training be conducted? What topics will be covered?**

- 

**Who will be responsible for training me? To whom should I direct questions?**

- 

**Can you describe in detail the duties and tasks I will be responsible to learn or perform?**

Document your specific duties, goals and objectives, tasks or responsibilities as if on a resume, using action phrases. Keep in mind overall goals for the internship: **(1)** To gain practical experiences in a specific BBH career or future educational preparation; **(2)** To develop a professional identity, including communication and time management skills; **(3)** To apply knowledge learned in the classroom to site/organization activities; **(4)** To learn key aspects of organization's service delivery. Use as much space as needed.

1.

2.

3.

4.

5.

**What clearances, back ground checks, or testing are required for this position?**

Child Abuse Clearance	_____	Criminal Background Check	_____
Medical Exam	_____	Hepatitis Test	_____
Tuberculosis Test	_____	FBI check (Fingerprinting)	_____
Drug Testing	_____	Intellectual property	_____
		Other	_____

If "Other" please explain:

*When is required documentation due to the site?*

**Please note:** *It is important that supervisors and interns carefully discuss clearances, background checks, and testing requirements, and develop a plan to have all requirements met prior to the start of the internship.*

**INTERN GOALS AND OBJECTIVES**

**Please describe in detail at least three goals and accompanying objectives that you want to accomplish during your internship?**

Document your goals and objectives using action phrases. Keep in mind overall goals for the internship: **(1)** To gain practical experiences in a specific BBH career or future educational preparation; **(2)** To develop a professional identity, including communication and time management skills; **(3)** To apply knowledge learned in the classroom to site/organization activities; **(4)** To learn key aspects of organization's service delivery. Use as much space as needed.

1. Goal:

Objective:

Objective:

Objective:

2. Goal:

Objective:

Objective:

Objective:

3. Goal:

Objective:

Objective:

Objective:

**THIS SECTION IS TO BE COMPLETED WITH THE ONSITE SUPERVISOR**

**Onsite supervisor qualifications:** (Please initial, indicating that the requirement is met)

\_\_\_\_\_ Must have at least a Bachelor’s degree and 1-year of experience in the field **or** at least 5-years of experience in the field, with a minimum of 1-year in a supervisory capacity

List degree(s) obtained and the conferring institution(s).

**Briefly** outline your professional employment history (or provide resume)

\_\_\_\_\_ Must hold a position of responsibility in the organization (e.g., director/assistant director, caseworker, head teacher) and be in a position to observe the intern’s work and report on accomplishments

\_\_\_\_\_ Must be willing to carry out site supervisor’s duties without financial compensation from Penn State

**Onsite supervisor responsibilities:**

- Submission of two written evaluations, one at midterm and one at the end of the internship
- Provide the intern with supervision, training, and regular performance feedback
- Provide the Internship Office with other updates, as needed
- Verify the completion of the intern’s required clock hours of participation

***Please Note: Interns are required to work full-time or part time (3 – 6 credits) as determined by the needs of both internship site and student schedules and adhere to attendance requirements that other newly hired, full-time staff follow. If other employees do not receive Spring-Fall breaks/summer vacations, then the intern should adhere to the same policy. The intern should not expect Spring-Fall breaks/summer vacations.***

What is the number of hours that regular full-time staff typically work each week? \_\_\_\_\_  
 (This is the number of hours that interns must work)

Please indicate below what the intern’s weekly schedule is likely to look like. It is recognized that some variation may occur.

Weekly work schedule:	Start Time	End Time	Total
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Total weekly hours:			

As noted earlier, interns are **strongly discouraged** from taking classes during their internship. Students who plan to take a class during their internship must attach a copy of their class schedule to this agreement and list courses, meeting times, and credits below. Students and their supervisors should discuss the logistics of conducting a 12-credit, full-time internship while completing additional courses, keeping in mind that 1 credit hour typically represents a total of at least 40 hours of work in class activities and outside preparation (thus, a typical 3 credit course represents about 240-320 hours of work across a semester).

Course(s)	Meeting time(s)	Credits
-----------	-----------------	---------

**Previously employed?**

Is this student employed or has he/she ever been employed by this Organization? \_\_\_\_\_

If so, please explain in what capacity and describe his/her job responsibilities.

•

**Supervision:**

Please provide a brief description of how supervision will be conducted and how often it will occur (e.g., weekly 1:1 meetings, group supervision, etc.). If supervision will be “as needed,” please estimate how often/regularly it is expected to occur.

•

Please provide a brief description of how the intern’s performance will be assessed (e.g., “Close, onsite, direct monitoring of activities,” “Review of intern’s self-reporting,” etc.). Please note: Fully independent, “working-from-home” hours are unacceptable. There must be some direct oversight of the intern.

•

Are there any potential conflicts of interest that could influence how the intern is assessed or may affect the working relationship with the intern (e.g., intern has a family member working for the site, intern’s family has a financial interest in the site, intern’s child receives site services; or other dual-relationships) \_\_\_\_\_.

If so, please briefly explain.

**ALL PARTIES AGREE TO THE FOLLOWING TERMS OF THE INTERNSHIP:**

1. As deemed capable, the intern will assume additional responsibilities as assigned by the onsite supervisor. The Intern will not, however, perform clerical duties except those related to completing the internship.
2. The intern will receive an orientation and be permitted to attend staff meetings, other relevant meetings, and to visit other community Agencies as deemed appropriate and with the permission of the onsite supervisor.
3. It is expected that placements run from the first day of the semester until the last day of the semester. The intern will work full-time (as defined by the Organization) and maintain the same work schedule as other staff members. The intern understands that he/she should follow the rules and regulations that all staff members follow. This applies to requests for sick-leave, medical appointments, and any other missed time. Interns should adhere to the onsite work schedule and not expect to take breaks – especially when issues about continuity of care, staff coverage, and regular client/helper contact are relevant.
4. The intern has been made aware of the need for child abuse clearances, criminal background checks, physical exams, tuberculosis tests and/or hepatitis tests, FBI finger printing, as required by the Organization and has made the necessary arrangements to have these requirements completed prior to the internship start date. Prior to the commencement of his/her training, the intern will present results of any tests or other general physical examinations requested by the Organization.
5. It is understood that the Pennsylvania State University, the College of Health and Human Development, and the Department of Biobehavioral Health bear no legal or fiscal responsibility for any injury relating to transportation to and from the Organization, duties performed at the Organization, or duties performed away from the Organization, but at the request of staff at the Organization.



6. It is understood by all parties that the intern will be expected to submit written assignments as described on the course ANGEL site. Assignments will be due according to times posted on ANGEL. These assignments are to be completed in addition to the duties outlined in this Agreement and the internship site has no responsibility for providing onsite time for the completion of the coursework.

7. The performance appraisal, as well as any other pertinent information, will be made available to the internship director and the onsite supervisor.

8. The intern understands that the internship is part of his/her academic program. Should the intern decide to explore reasonable accommodations under the Americans with Disabilities Act (ADA), the intern must contact PSU's Office for Disability Services (ODS). The intern understands that he/she must submit appropriate documentation to determine eligibility for coverage under the ADA. The intern also understands that if his/her condition is covered under the ADA, ODS will assist in determining appropriate accommodations with regard to the internship, and that reasonable accommodations may need to be implemented at the Organization and result in the need for ODS to consult with the appropriate personnel at the Organization.

9. If unusual circumstances should prevent the completion of any of the commitments in this document, the intern understands that the appropriate parties signing this document must be consulted, and give their approval prior to any other action. If the intern defaults, he/she understands that he/she may have to forfeit all credits or receive a devalued grade assignment.

10. The intern understands that this is a 3 or 6 credit course based upon *weeks of service* and *hours accumulated over the summer semester*. This equals **240 – 320 total hours** but may *slightly* vary according to the site's schedule. The exact number of hours of service will be resolved prior to all parties signing this agreement. Under no circumstances will the intern be permitted to receive an increase or decrease in the number of credits for which he/she has contracted.

11. The intern is subject to, and shall abide by, all the written and verbal rules, regulations, policies, standards, and practices of the Organization.

12. The intern understands that there is no guarantee of employment by the Organization now or at any time in the future. The Organization is not required to provide payment of any wages or other benefits to the intern (including, without limitation, fringe benefits, and coverage under workers' compensation insurance). While at the Organization, the intern will have the status of a student and is not to replace the staff of the Organization. The intern will not render resident care and/or services except as expressly directed by an Organization staff member.

13. The Organization may revoke the intern's right to receive training at the internship site if, in the Organization's sole discretion: (a) the intern's performance is unsatisfactory; (b) the intern's health status is or becomes a detriment to the successful completion of the training; or (c) the intern fails to fully comply with each of the statements in this Acknowledgment.

14. The intern acknowledges responsibility under applicable Federal law to keep confidential any information regarding individuals receiving services, as well as all confidential information on the Organization. The intern agrees not to reveal to any person(s) except authorized clinical staff and associated personnel, any specific information regarding any individuals receiving services and further agree not to reveal to any third party any confidential information of the Organization, except as required by law or as authorized.

15. The intern and the Organization understand that according to Department of Labor interpretation of the Fair Labor Standards Act (FLSA), unpaid internships are acceptable for public and governmental agencies, religious, charitable, or other NONPROFIT organizations and when the intern doesn't have any expectation of compensation. For FOR-PROFIT Agencies, if the intern's work provides any immediate advantage to the employer, it's covered under FLSA and the intern should be paid. If the internship offers a greater benefit to the intern than it does to the employer, the Department of Labor has six requirements that must be met. Most important, the work

must mainly benefit the intern, not for employer. The work should also not displace regular employees or take the place of their work. For more information, see <http://www.dol.gov/whd/regs/compliance/whdfs71.pdf>.

16. The intern understands that he/she is eligible to intern only if he/she maintains his/her BBH DEGREE STATUS, a 2.0 GRADE POINT AVERAGE and if REGISTRATION IS COMPLETE.

**Student/Intern Acknowledgment:**

If unusual circumstances should prevent the completion of the required hours *and* weeks of service, I understand that the appropriate parties signing this contract must be consulted and give their approval prior to any other action. Acceptance and implementation of this contract are contingent on the mutual approval of my instructor, my Onsite Supervisor, and myself, as certified by our signatures.

(Signature) \_\_\_\_\_  
(Student Intern)

**Onsite Internship Supervisor Acknowledgment:**

I understand the requirements for Onsite Internship Supervisor Approval and certify that all requirements have been met. I agree to undertake the responsibilities of an Onsite Internship Supervisor for the above named student.

(Signature) \_\_\_\_\_  
(Onsite Internship Supervisor)

**BBH Internship Coordinator Statement:**

I have reviewed this Internship Agreement and give my approval.

(Signature) \_\_\_\_\_  
BBH Internship Coordinator  
Internship office: 863-7256

## APPENDIX C: INTERNSHIP CHECKLIST

### Biobehavioral Health 490/495 Internship Checklist

—	1. Go to <a href="http://bbh.hhdev.psu.edu/cms/bbh/internship">http://bbh.hhdev.psu.edu/cms/bbh/internship</a> for information regarding <b>internship requirements</b> .
—	2. Students must have all <b>prerequisites for BB H 490/495 complete</b> . Prerequisites are – 3rd semester standing, a recommended 3.0 cumulative GPA, completed BB H 311 and/or other 300-level course.
—	3. Be aware of <b>mandatory attendance</b> of announced <b>BB H Internship Information Meeting</b> . To be considered for the program, students must attend an information meeting to learn more about program requirements and eligibility.
—	4. After the information meeting, interested students <b>are required to schedule an advising meeting</b> with the Internship Coordinator by appointment to discuss student goals and objectives.
—	5. After the advising meeting, students may submit a <b>BB H Internship Application</b> online via a link provided by the Internship Coordinator. The BB H Internship Application will require elements such as a resume, current copy of your PSU transcript, personal statement, proposed plan of study in relation to an internship and two recommendation letters.
—	6. <b>Selected applicants</b> will be informed of their acceptance in November and be required to register through BB H Department for BB H 490. During BB H 490 students will go through processes to prepare for and research possible internship sites.
—	7. During BB H 490, <b>contact potential sites</b> using phone and by sending cover letter and resumé. Follow-up with sites (via phone) that interest you. <b>It is the responsibility of the student to make the initial contact with the agency or organization to inquire about the possibility of being accepted as an intern.</b> The student is responsible for arranging an interview if distance permits. If this is not possible, the student must contact the organization via phone to discuss with the on-site supervisor the expectation of the organization and the conditions of the internship. Please send each site visited a thank you care/letter as an act of professional courtesy.
—	8. If the organization is willing to accept the student, the <b>Internship Coordinator will contact the site</b> to gather needed initial contact information prior to final selection of your internship site.
—	9. Obtain <b>professional liability insurance</b> .
—	10. Once a potential site has been identified and approved by the Internship Coordinator, submit the online <b>BBH 495 Site Application form</b> by the announced deadline in the semester prior to beginning of your internship. The BB H Site Application will require information about the site and site supervisor, as well as a cover letter, resume and proof of liability insurance.
—	11. Upon approval, the BB H Internship Coordinator will send an <b>Affiliation Agreement</b> to the potential site for review and signature. All sites must have a completed Affiliation Agreement on record prior to

	the start of the internship.
—	12. Students will develop the <b>BB H Internship Agreement</b> with their site preceptor to confirm internship tasks, responsibilities, work schedule, goals and objectives, expectations and evaluation procedures. A signed BB H Internship Agreement must be approved in May prior to the start of the practicum.
—	13. Once your completed Site Application and Internship Agreement for BB H 490 have been approved by the Internship Coordinator, the BB H Department will <b>schedule you for 3 credits or 6 credits for BB H 495</b> . Please be advised that if you do not have the proper prerequisites, your application for internship placement may be denied. Students are required to register for BB H 495 for 3 or 6 credits prior to the internship.
—	14. <b>Contact</b> on-site supervisor one week prior to your start date to check on first day time schedule, procedures, and dress code policies. <b>Complete</b> necessary hours/credit (i.e. 6 credits = 240 hours of experience).
—	15. <b>Keep a Weekly Log</b> . You will need this information for your weekly reports that you will submit every 80 hours
—	16. <b>Send Weekly Logs</b> regularly on an 80-hour experience basis with scanned site supervisor signature to ANGEL “Weekly Report Drop Box”. Do not necessarily base it on a calendar week if you are working less than full time.
—	17. Complete the online <b>BBH Student Mid-Semester Internship Appraisal</b> by the deadline.
—	18. Make sure that your on-site supervisor has submitted the online <b>BB H Preceptor Mid-Semester Internship Appraisal</b> by the deadline.
—	19. Develop and complete a <b>Site-specific Project</b> as agreed upon by student, on-site supervisor and Internship Coordinator as indicated in the course packet. Use the ANGEL “drop box” to submit your Site-specific Project
—	20. Participate in <b>Bi-weekly Online Group Forums</b> as indicated in the course packet.
—	21. Prepare and complete a <b>Final Internship Progress Report</b> . Use the ANGEL “drop box” to submit your Site-specific Project and Internship Progress Report.
—	22. Make sure that the on-site supervisor has submitted the online <b>BB H Preceptor Final Internship Appraisal</b> on time to meet the grading deadline for the semester.
—	23. Complete the online <b>BB H Student Final Internship Appraisal</b> .

## APPENDIX D: BB H 495 SYLLABUS

### THE PENNSYLVANIA STATE UNIVERSITY COLLEGE OF HEALTH AND HUMAN DEVELOPMENT DEPARTMENT OF BIOBEHAVIORAL HEALTH

#### Summer

#### BBH 495: Internship Experience in Biobehavioral Health

**Instructor:** Internship Coordinator  
Office: 227 Biobehavioral Health Building  
Office Hours: By Appointment  
Phone: 814-863-7256  
Fax: 814-863-7525

#### **COURSE DESCRIPTION:**

*Course Prerequisite:* BB H 490 – Introduction to Internship Experience

BBH 495 is an elective course for students in the BBH major. This course places students in numerous workplaces and/or research settings with the expectation that these experiences will allow them the opportunity to apply and integrate course work within professional settings to prepare for future job placement and/or enable students to prepare more competitive applications for entry into post baccalaureate programs in medical fields or graduate school. Internship activities and assignments are designed to meet individualized learning goals and skills, and to evaluate progress toward those competencies.

#### **COURSE OBJECTIVES:**

Upon completion of this course successful students will be able to:

1. Understand the relationship(s) between BBH coursework and professional practice in field placement settings
2. Identify and engage in internship activities designed to meet individualized learning goals and skills, and evaluate progress towards these competencies
3. Demonstrate effective communication with business professionals and/or clientele
4. Effectively self-evaluate internship performance regarding site and academic responsibilities
5. Gain practical skills and confidence in a proposed field of work, as well as identify additional preparation for future work opportunities and ongoing professional development as needed
6. Examine and reflect upon important ethical, professional and personal growth issues related to becoming a competent professional in the field
7. Educate future BBH interns about internship experiences in BBH 490

#### **Course Communication and Assignments**

It is important that every student become familiar with Angel – Penn State's Course Management System. All course requirements and important updates will be conducted via ANGEL.

#### **Course Requirements and Grading**

The following table describes the main documents and papers you must submit to your BB H 495 Instructor in order to receive credit for your internship. Instructions for each assignment are provided below and also appear on ANGEL.

<b>Assignments:</b>	<b>Potential Points</b>	<b>Due</b>
<b>1. Weekly Logs</b>	50	Every 80 hours
<b>2. Bi-weekly Angel Forum Discussions – Must participate in at least 4 of the 6 online discussions</b>	20	Bi-weekly
<b>3. Site-specific project</b>	50	August 15
<b>4. Mid-semester internship appraisal</b>	15	July 15
<b>5. Final internship appraisal</b>	15	August 15
<b>6. Final internship progress report</b>	50	August 15
<b>7. Preceptor evaluation of intern performance</b>	50	August 15
<b>Total</b>	<b>250</b>	

**The breakdown of final grades by points will be as follows:**

A	250-232	C+	199-192
A-	231-225	C	191-175
B+	224-217	D	174-150
B	216-208	F	≤ 149
B-	207-200		

### **INSTRUCTIONS FOR INTERNSHIP LOG (50 points)**

As stated in the student Internship Manual, you must keep a weekly log of your experience. Your log should include a brief summary of **each day's** activities typed in a bullet format, as well as include your personal reflections about the day's events. *Each week should also include key learning experiences that illustrate new information you have learned from that week; conclude each week with a statement about your progress and goals for the next week.* Please see the example below. Your Preceptor should initial each page of your log. Please submit your weekly logs every 80 hours (i.e., every 2 weeks or longer if you are working part time) via the Angel Drop Box or fax to the Internship Coordinator at 814-863-7525. Your logs will reflect a total of 240 -320 hours worked depending on your internship site schedule. A template for the Weekly Log can be found on Angel in the Assignments Folder. It is for your benefit and will enhance your internship experience; it will also provide insights into your Final Internship Progress Report assignment.

#### **\* Sample Entry in Weekly Log:**

Report period: Beginning and ending date that make up the 80 hour period.

Monday, June 10<sup>th</sup>

8:00 -12:00 pm: Met with preceptor to discuss plans and review project progression. Worked on patient satisfaction surveys and utilized Excel to create graphs. I attended a meeting with senior-level management to

discuss strategic planning measures to be enacted within the next month. I found it helpful that I was actively included in the meeting. I am realizing that I need to be prepared to talk about my current responsibilities and share potential concerns as they relate to others on the team.

1:00 - 5:00 pm: Helped co-worker organize and plan a professional development seminar. I researched continuing education credit requirements to update brochure. I found that I had a lot to offer to the process. Former projects that I had completed in BB H were helpful in designing the brochure

Tuesday, June 11th ... Etc.

#### Key Learning Experience (Sample)

“This week I really learned a lot about strategic planning and a director’s role in the process. I also benefited from using various functions on Excel and feel more comfortable using the program. I now have a better understanding of what it takes to effectively plan a successful seminar. I felt that I really contributed to ongoing projects and am becoming more comfortable asking questions or offering suggestions.”

Progress: Discuss the progress (or lack thereof) toward attaining internship objectives, self- evaluation of your strengths and weaknesses, and what you have learned about yourself and the work you are performing.

Goals: Outline of your goals for the upcoming week.

Total report hours:

Total hours to date:

*\* Note: Each week’s log should be no longer than one-two pages in length.*

#### **INSTRUCTIONS FOR ONLINE GROUP FORUM/POSTINGS (20 points)**

Participate in the Angel online group forums on a bi-weekly basis. Respond to the provided prompt and provide feedback to at least two other students (see more specific instructions on Angel). You must participate in at least four (4) of the six (6) online discussions.

#### **INSTRUCTIONS FOR MID AND FINAL INTERNSHIP APPRAISALS (30 points total)**

You are required to complete both a mid and final internship appraisal survey (total 30 points; 15 points each). This is an opportunity for you to objectively evaluate your experience and performance in the field. Links to both surveys will become active on Angel under the “Assignments” tab. Depending on your internship start date, the Internship Coordinator may provide varying deadlines for these surveys on an individual basis. Your Preceptor will also be asked to evaluate your performance through the completion of similar mid and final appraisals. **Your Preceptor’s final appraisal will count as part of your grade (50 points).**

#### **INSTRUCTIONS FOR SITE-SPECIFIC PROJECT (50 points)**

Complete a project for your site as negotiated with your Preceptor and Internship Coordinator. This project will vary depending on your internship roles, responsibilities and needs of the organization. Examples of possible projects include, but are not limited to: program evaluations, creation of a presentation, brochure/educational piece development, coordinating an event, conducting a literature review, or creating/implementing a patient/client survey. Your site-specific project needs to be approved by both your Preceptor and Internship Coordinator by the end of your first month at the site. Please see the Site-specific Project Form on Angel in the Assignments folder. Please consult the Internship Coordinator regarding project questions.

#### **INSTRUCTIONS FOR FINAL INTERNSHIP PROGRESS REPORT (50 points)**

By the end of internship experience, you will need to do some critical analysis of your semester. Your final progress report should be a well-crafted and thoughtfully written paper in APA style and be at least five (5)

pages in length. This paper is not meant to be a repetition of your weekly logs. It should be a reflection of how your overall experience will help shape your career choices. The major objective is for you to think critically about the experience. Each section is worth 10 points for a total of 50 points.

**PAGE 1**—*Evaluate* how the internship related to course work taken prior to your experience. Did internship experiences confirm or contradict information obtained through course work? Did your course work aid you in having a successful experience? How? Describe how has the internship changed your perception of what you will be doing after graduate.

**PAGE 2**—*Assess* how your responsibilities during the internship assisted the organization and how it tied in with the principle functions of the organization. Describe your most important responsibilities and why they were significant. What surprised you about the internship, if anything?

**PAGE 3**—*Relate* how the internship ties in with your career objectives. Did the experience strengthen or weaken your commitment to pursue a particular career? What insights to the career were provided? Did the experience give you what you were hoping it would? Why or why not?

**PAGE 4**—*Evaluate* the organization which you were involved with. Were there any successful or ineffective business practices? If so, give examples. Were there any ethical issues which you were aware of? Explain if necessary. What was the work environment like? Was time management an issue—good or bad? Describe how your internship provided you opportunities to network, collaborate and learn new skills.

**PAGE 5**—In conclusion, *rate* the level of your experience. What could have been done to improve your internship experience? How would you advise other students preparing to go into the field?

### **Attendance and tardiness:**

Like any professional work environment, it is your responsibility to attend your internship on a regular basis and be on time (as determined by the schedule on your Internship Agreement. Your preceptor will provide the Internship Coordinator with verification documenting your 240 – 320 hour requirement.

If your Preceptor notifies your professor of any unexcused absences or if you arrive late two (2) or more times without notifying your Preceptor, your final grade will be reduced by up to 5%. If you are ill, have a family/personal emergency, or cannot show up to work for any other reason, it is **your responsibility** to notify your preceptor immediately. In addition, if you are absent for more than three (3) days, you must notify your Internship Coordinator immediately.

### **Email**

E-mail announcements about class information will be sent via ANGEL. Please check your email account regularly to be sure you are not missing important class information or last minute announcements (e.g., changes in syllabus, etc.). If you are having your ANGEL mail forwarded automatically to another email address, please be sure that all emails and attachments are making it through to your account.

Every effort will be made to respond to emails within 24 hours, although sometimes this is not possible. While I do often check email in the evenings and on weekends, this is not always possible either. Please do not assume that I will receive an email that you send after 5 pm on a weekday until the next morning. Similarly, I may not receive an email you send on Friday evening or later until Monday morning.

### **Statement on Academic Dishonesty**

Academic dishonesty is a broad topic, and violations of academic integrity will not be tolerated in this course. The examples given below are not intended to be an exhaustive list, but are provided to give an idea of behaviors that will not be tolerated. The following statements describe Penn State Policies for what constitutes academic dishonesty and for dealing with it when it occurs. It is your responsibility to know what constitutes a violation of academic integrity. If you have any question about what constitutes academic dishonesty, it is your responsibility to discuss the issue with your academic advisor, or another University official.

Academic integrity is the pursuit of scholarly activity free from fraud and deception, and is an educational objective of this institution. Academic dishonesty includes, but is not limited to: cheating on exams,



plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person, submitting work previously (or concurrently) used without informing the instructor, or tampering with the academic work of other students. The usual punishment for academic dishonesty is an "F" for the course. Unusually serious violations of academic integrity may result in expulsion from the University or a lesser penalty if the alleged infraction is of a more minor nature.

### **Statement on Religious Holiday Absences**

While efforts are made to avoid conflicts with religious holidays, it is not possible to accommodate the course schedule around every holiday. In cases when conflicts are unavoidable, it is incumbent upon the student to notify the Internship Coordinator of the conflict 2 weeks prior to missing a class requirement so that special arrangements can be made for completing any course requirements. Additional information can be found on the Penn State Center for Ethics and Religious Affairs Website located at <http://www.sa.psu.edu/cera/relhol.html>.

### **Statement on Disabilities**

The Pennsylvania State University encourages persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation or have questions about the physical access provided, please contact the **Office for Disability Services** at (814) 863-1807 in advance of your participation.

### **Educator's Code of Conduct**

#### **Four Norms to Govern Teaching**

**Honesty:** Honesty and integrity must be practiced during all aspects of the education process.

**Promise-Keeping:** Promise keeping requires the educator to fulfill the "promises" made at the beginning of the semester or any other learning activity. Syllabi, assignments, grading principles, and class and office hour schedules each involve promises that are made to students and that must be adhered to under normal circumstances.

**Respect for Persons:** The educator must approach the learner with personal respect. In addition, the educator ought to encourage mutual respect among students. In particular, respect for race, religion, sexual orientation, disability, gender, age, marital status, cultural differences, and political conviction should be supported and encouraged in all aspects of the educational process. Additionally, educators ought to show respect and common courtesy for students both during interpersonal interactions and in responding promptly to students' need for guidance and feedback. An environment free from harassment and discrimination, verbal abuse, physical violence, and intimidation in any form must also be provided for all learning activities.

**Fairness:** Recognizing the inherent subjectivity involved in grading, an educator ought to ensure that their grading practices are as objective as possible by creating and adhering to unambiguous criteria.

### **Principles of Ethical College and University Teaching**

**Content Competence:** An educator maintains a high level of subject matter knowledge and ensures that the content of the educational experience is current, accurate, representative, and appropriate to the position of the learning experience within the students' program of study. The educator must be capable of approaching each learner with a commitment to meeting his or her educational needs.

**Pedagogical Competence:** A pedagogically competent educator communicates the objectives of the educational experience to students, is aware of alternative instructional methods or strategies, and selects methods of instruction that are effective in helping students to achieve the course objectives.

**Dealing with Sensitive Topics:** Topics that students are likely to find sensitive or discomforting are dealt with in an open, honest, and positive way.

**Student Development:** The overriding responsibility of the educator is to contribute to the intellectual development of the student, at least in the context of the educator's own area of expertise, and to avoid actions such as exploitation and discrimination that detract from student development.

**Dual Relationship with Students:** To avoid conflict of interest, an educator does not enter into dual-role relationships with students that are likely to detract from student development or lead to actual or perceived favoritism on the part of the educator. The establishment of a romantic/sexual relationship between an educator and a

student should be reported to the immediate supervisor of the educator. Such relationships should be dealt with consistent with Penn State Policy on Sexual Harassment (AD41): <http://guru.psu.edu/policies/AD41.html>

**Student Confidentiality:** Student grades, letters of evaluation, attendance records, and private communications are treated as confidential materials and are released only with student consent, for legitimate academic purposes, or if there are reasonable grounds for believing that releasing such information will be beneficial to the student or will prevent harm to the student or to others.

**Respect for Colleagues:** An educator respects the dignity of his or her colleagues and works cooperatively with colleagues in the interest of fostering student development.

**Valid Assessment of Students:** An educator is responsible for taking adequate steps to ensure that the assessment of a student's performance is valid, open, fair, and congruent with the course/educational experience objectives. An educator must be aware that such assessments are important in students' lives and in the development of their careers.

**Respect for Institution and Profession:** In the interest of student development, an educator is aware of and respects the educational goals, policies, and standards of the institution in which he or she teaches and the profession which he or she represents.

**Citing Sources of Educational Material:** An educator acknowledges and documents, as appropriate, the sources of information and other materials used for teaching.