PEMES 3197 - Internship in Physical Education
Objectives

The internship is an important component of the Movement and Exercise Science Program and provides students with hands-on experience under the guidance of a practicing professional in exercise physiology, wellness, health promotion, physical therapy, sport management or sport psychology. Programs for an internship include wellness, physical and cardiac rehabilitation, employee fitness, fitness center, work performance, sports medicine, sport administration, coaching, and sport performance. The internship is designed to enhance the student's professional preparation by application of fundamental concepts previously learned. To insure the internship provides the experience required, the intern will keep a daily log of his/her on site experience.

Internship Objectives:
1. To provide an opportunity to work in one or more of the above settings.
2. To enable the student to understand and appreciate the responsibilities and professional skills of personnel who work in the above settings.
3. To provide a variety of supervised learning experiences in movement and exercise science ranging from observation to complete involvement.

Objectives of an internship include some or all of the following content:

The intern should:
* Keep a daily journal
* Initiate in conjunction with site supervisor, a special program, research paper or project
* Be involved with personnel and participate in meetings/workshops
* Study current scientific and academic literature relative to the internship site
* Learn through observation or participation, site technology and software programs
* Observe or participate in the administration of the internship site

Administrative Duties:
* Staff meetings
* Staff workshops
* Shadowing a staff member

Facility Duties:
* Opening/Closing
* Learning business or other programming software systems
* Equipment usage and maintenance
* Facility maintenance

WELLNESS PROGRAMS:

Fitness Assessment:
* Maximal and sub-maximal aerobic testing
* Body composition analysis
* Strength testing
* Blood pressure evaluations both at rest and during exercise
* Exercise Prescription according to the American College of Sports Medicine guidelines
* Cardiac risk factor screening
Objectives continued

Fitness and Wellness Programming:
* Client Interview
* Health/Lifestyle Screening
* ACSM Risk Stratification
* Fitness assessments
* Re-assessments
* Results/Interpretation
* Personal Training/Exercise Leadership

Fitness and Wellness Programs:
* Membership programs
* Exercise orientation programs
* Cardiovascular programs
* Strength/Power programs
* Flexibility programs
* Group Fitness programs
* Incentive programs
* Special populations programs

CLINICAL PROGRAMS:

Cardiac Rehabilitation:
* Phase I, II and III
* Risk factor screening
* Blood Pressure screenings and evaluations
* ECG:
  * Electrode placement
  * Interpretation

Physical Therapy and Work Rehabilitation:
* Assess proper body mechanics
* Evaluation and prescription following de-conditioning or immobility
* Range of motion exercises

Occupational Therapy:
* Assessments
* Evaluations
* Manipulations and mobility
* ADL exercises

Respiratory Therapy:
* Assessments
* Evaluations and treatments
* Manipulation of medical equipment
* Patient education

Orthotics and Prosthetics:
* Assessments
* Evaluations
* Fabrication
* Fittings
Objectives continued

**Nutrition:**
* Dietary assessment
* Weight management programs
* Nutrition counseling and/or referral

**Promotions and Marketing:**
* Fliers
* Health Fair
* Bulletin Board
* Enews

**Experience with Varied Populations:**
* Children
* Teens
* Adults
* Geriatrics
* Special populations (diseases, disorders, needs)

**SPORT PSYCHOLOGY PROGRAMS:**

**Sport Performance:**
* Staff meetings
* Program development
* Individual assessments
* Athlete education
* One-on-one or small group coaching

**Coaching:**
* Staff meetings
* Practice planning
* Assist with practice
* One-on-one or small group coaching
* Attend competitions
* Film evaluation
* Recruiting materials

**SPORT MANAGEMENT PROGRAMS:**

**Sport Administration:**
* Planning/organizing events
* Team/organization operation
* Assist sales/activation
* Managing supplies/inventory
* Community relations
* Managing website/social media
* Building fan/customer profile
## Purpose of the Internship

The internship is designed to enhance the student’s professional preparation by providing an opportunity to work in an exercise science setting. The experiences of the internship should meet the following objectives:

1. To enable the student to understand and appreciate the responsibilities and professional skills of personnel who work in exercise science settings.
2. To provide an assessment of the student’s development in the use of general and professional knowledge and skills.
3. To use external professionals in assessing the effectiveness of the student’s performance and preparation.

## Role of the Student

1. Complete all forms for placement.
2. Obtain and show proof of liability insurance.
3. Follow the administrative policies of the internship site.
4. Obtain necessary and appropriate equipment.
5. Be responsible for arriving and reporting to the designated individual at the specified time. If the student will not be at the designated location at the specified time, he/she must notify the on-site supervisor (or designated individual) and the internship supervisor.
6. Dress appropriately for the work experience. The student will be expected to maintain a conservative and professional personal appearance at all times. Flip-flops, cut-offs, t-shirts and sweatshirts with holes in them are not considered appropriate.
7. Complete all of the assignments specified as the requirements of this course and any other activities deemed appropriate by the on-site supervisor.

## Role of the Faculty Internship Supervisor

1. Monitor the student’s progress through regular communication with the student and/or on-site supervisor.
2. Conduct regular meetings on campus as deemed necessary.
3. Approve internship site placement and verify that the student has met all prerequisites prior to starting the internship.
4. Remove internship student from a site upon the request of the on-site supervisor.
5. Assign a grade of credit/no credit upon completion of the program.
Internship Policies continued

**Role of the Onsite Supervisor**

1. Orientation of the student: The first days on the job should be spent in orientation. The exchange of information should be beneficial to both parties in that the student will be given a complete introduction to the overall expectations of the on-site supervisor.

2. Participate in conferences with the faculty of the University as deemed necessary and desirable concerning the program and/or the student’s progress.

3. Provide facilities and resources for students’ participation and/or observation as permitted by the facility.

4. Afford the student course-related training opportunities that resemble on-the-job duties of a regular employee whenever possible.

5. Terminate any Internship placement if the student does not conform to the facility, and/or is unable or unwilling to meet the expectations and/or the requirements of the placement. However, prior to or immediately following any such termination, the Faculty Internship Supervisor must be notified.

**General Internship Information**

In an attempt to ensure that the internship experience is a successful experience for everyone involved, certain prerequisites and procedures have been designed. The student must meet the prerequisites and follow the correct procedure before he/she will be allowed to enroll in the internship course.

**Prerequisites**

- Successful completion of all course work with a cumulative GPA of 2.5 in the major
- Current Certification in Standard First Aid Community CPR
- Consent of Internship Coordinator

**Placement Procedures**

1. Meet all of the prerequisites.
2. Obtain permission from academic advisor to enroll in the internship.
3. Purchase and obtain proof of professional liability insurance. Liability insurance can be obtained through membership with the American College of Sports Medicine (www.acsm.org).
4. Obtain an acceptable internship position.
5. Complete and return placement materials and proof of liability insurance to the internship supervisor by the following dates:
   - Fall Semester: May 1
   - Spring Semester: October 15
   - Summer Session: March 15
Internship Policies continued

Evaluation and Grading

The grade for the internship is on a credit/no credit basis. Credit for the class will be determined by the completion of the minimal required number of hours, the quality of work on the assignments, and the following evaluations:

1. **On-site Supervisor**
   a. Evaluation of Assignments/Projects
   b. Complete Evaluation Forms
   c. Conference with UNI faculty supervisor when necessary

2. **Internship Supervisor**
   a. Evaluation of the student’s notebook
   b. On-site observations
   c. Evaluation of the quality and appropriateness of assignments, presentations, and special project

Required Student Assignments

1. **Orientation Assignment** - After the orientation with the on-site supervisor, the student will provide a **detailed TYPED summary** of the orientation session. The summary should include duties, site procedures, expectations, limitations, etc. The student will have the summary signed and dated by the on-site supervisor and will be turned into the faculty supervisor by the end of the first week of the internship experience.

2. **Notebook** - The notebook is considered an important part of the internship experience because it will serve as a record of all the things that you have accomplished at your internship site. Care should be taken to keep the notebook up to date. Notebooks will be evaluated periodically throughout the semester and at the end of the semester. The notebook should be in a three-ring binder and should be well organized with section dividers. The contents of the notebook should follow the notebook evaluation form in the Appendix:
   a. **Timesheet and schedules** – Time sheets can be found in the Appendix, and should be initialed by the on-site supervisor weekly.
      A copy of the schedule should be provided to the internship supervisor as soon as possible. Any changes to the schedule need to be reported to the internship supervisor immediately.
   b. **List your skills and proficiencies.** **TYPE** a detailed list of 1) skills you learned in academic classes and came into the internship with as well as 2) a list of skills and proficiencies you acquired as you went through the internship process.
   c. **Daily Responsibilities Journal** – **Notes** documenting your experience should be included. Problems, techniques or your own personal growth as a professional are possible entries in the journal.
Internship Policies continued

d. Special Project – The special project should be the project itself or a typed discussion of the project (in clinical settings this may be a research paper). The on-site supervisor and the Faculty Internship Supervisor must approve projects. Projects must be above and beyond regular internship duties.

e. Miscellaneous Materials – Handout material, interesting articles, or other pertinent information that are received during the internship experience should be included.

3. Presentation – The presentation should be a 12 to 15 minute professional oral presentation of the student’s special project and internship experience. The presentation should be well organized and should include audio-visual materials (transparencies, PowerPoint, video, hand-outs, etc.)

The presentation is presented during the internship and evaluated by the site supervisor. The evaluation form is the last form in the Appendix.

4. Completion of the required hours – The student must complete a minimum of 45 contact hours per credit hour. Specific work times are to be arranged between the student and the on-site supervisor. The contact hours may not be completed in less than an 8-week or half semester time period.

The student must be prompt, reliable and professional in the internship placement. The student should not be absent or tardy to his/her internship site unless it is an extreme emergency.

The student must dress appropriately for the work experience. The student will be expected to maintain a conservative and professional personal appearance at all times. Flip-flops, cut offs, t-shirts and sweatshirts with holes in them, for example, are not considered acceptable.

5. Additional Assignments required by the site.
PEMES 3197 – Internship in Physical Education
Student Internship Evaluation Form

Student’s Name: ________________________________________________________________

Evaluator’s Name: ______________________________________________________________

Organization where internship was conducted: ______________________________________

____________________________________________________________________________

Please return to ____________________________________________ by ________________
__________________________________ Faculty Internship Supervisor Date

To be completed by the Internship on-site Supervisor.

Rate the student on the following items. Use a scale from 1 (low, never) to 5 (high, always). If any of the questions are not applicable, use NA for the rating.

_____ 1. Appeared well groomed and appropriately dressed for work.

_____ 2. Was able to handle petty annoyances.

_____ 3. Was sincerely interested in clientele with whom (s)he came in contact.

_____ 4. Displayed confidence when presenting instructions or materials.

_____ 5. Acted interested and enthusiastic about work and assignments.

_____ 6. Was courteous to students, to co-workers, and to superiors.

_____ 7. Had a good speaking voice, and could be heard and understood easily by everyone.

_____ 8. Shared ideas and methods with co-workers and superiors.

_____ 9. Accomplished tasks and responsibilities assigned to her/him.

_____ 10. Practiced regular and punctual attendance.

_____ 11. Was dependable.

_____ 12. Displayed an open mind to new methods and techniques.

_____ 13. Followed directions without repeated instruction.

_____ 14. Supported the accepted policies of the organization without resistance.

_____ 15. Went out of her/his way to help others or to volunteer assistance.

_____ 16. Demonstrated her/his ability to write reports or follow instruction sheets.

_____ 17. Practiced grammatically correct English.

_____ 18. Possessed sufficient mastery of the basic skills connected with the teaching phase of her/his work.

_____ 19. Made an effort to add to his/her knowledge through reading materials and attending extra meetings.

_____ 20. What grade (see next page) would you assign the student for her/his internship experience?
Evaluation Form continued

A = Excellent
B = Above Average Competency
C = Average Competency
D = Below Average Competency
F = Failure

General Comments:

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Signature of Site Supervisor/Evaluator ___________________________ Date __________
PEMES 3197 - Internship in Physical Education
Student’s Internship Time Sheet

Internship on-site Supervisor *must* initial the student’s time sheet for proof of hours worked.

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Total Hours →
PEMES 3197 - Internship in Physical Education
Presentation Rubric

Student’s Name ___________________________________  UNI ID # __________

Presentation Title or brief description ____________________________________________

Special Project Title or brief description __________________________________________

Rate the presentation on a scale of 1 – 4 as noted in each category:

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<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Not organized</td>
<td>Some organization</td>
<td>Mostly organized</td>
<td>Very organized</td>
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<tr>
<td><strong>Clarity</strong></td>
<td>Not clear at all</td>
<td>Confusing</td>
<td>Somewhat understood</td>
<td>Very easily understood</td>
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<tr>
<td><strong>Information</strong></td>
<td>Too much irrelevant information</td>
<td>Some irrelevant information</td>
<td>Generally relevant</td>
<td>All information was relevant</td>
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<td><strong>Quality of Visual Aids/Handouts</strong></td>
<td>No visual aids/handouts</td>
<td>Irrelevant or poor quality (hard to read)</td>
<td>Visual aids/handouts were relevant and of good quality</td>
<td>Visual aids/handouts were well prepared and creative</td>
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<td><strong>Overall Presentation</strong></td>
<td>No enthusiasm or not well prepared</td>
<td>Prepared but read the entire presentation</td>
<td>Prepared and presentation was not completely read</td>
<td>Very well prepared, creative and enthusiastic</td>
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Comments: ____________________________________________

_______________________________________________________________________________

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Suggested Grade: _______________

Site Supervisor/Evaluator’s Name: ____________________________

Signature of Site Supervisor/Evaluator ____________________________  Date __________