Interdisciplinary Health Services

Student Handbook

Western Michigan University
College of Health and Human Services
September 2016
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Faculty and Staff Contact Numbers

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Interdisciplinary Health Service Program Mission

The Interdisciplinary Health Services program prepares students to take their place as interdisciplinary team members in today’s health and human services systems. Students will be competent in working in interdisciplinary teams, providing patient- and family centered services, building health literacy skills, developing quality improvements, and utilizing informatics for documentation, training, program development and evidence based research.
Interdisciplinary Health Services Program Overview

The Bachelor of Science in Interdisciplinary Health Services (BS-IHS) at Western Michigan University prepares students to take their place as interdisciplinary team members in today’s health services systems. The Institute of Medicine (IOM) has identified “service delivery” skills that are at the center of patient safety, health care efficiency and cost effectiveness. These skills (delivering patient and family centered services, quality improvement, evidence based practice, health literacy, health informatics, and interdisciplinary team skills) must be used by everyone in 21st century healthcare. The Bachelor of Science in Interdisciplinary Health Services anchors students in the IOM service delivery skills, giving them the advantage of early skills development either before entering graduate-based disciplines or in conjunction with a bachelor’s degree level discipline.

- Graduate school bound students will be able to demonstrate service delivery skills to the graduate program of their choice.
- Bachelor’s level career students can use the IOM skills to support careers in health-based management, marketing, alcohol and drug abuse services, community health education, or nonprofit health programs by pairing the program with an appropriate minor.
- Bachelor’s completion students can select management minors to move up in their careers or move into a new health based career.

A student in BS-IHS can focus their studies in a number of ways. In addition to pairing the general curriculum with a minor or emphasis, students may also pair that curriculum with a Clinical Practice in Health Focus or a Pre-Physician Assistant focus. www.wmich.edu/healthservices

BS-IHS/Graduate School Combination Programs

BS-IHS also has several additional programs with direct connections to graduate programs including: the 4+1 program in Occupational Therapy and the accelerated degree programs in Audiology, Orientation and Mobility, and Vision Rehabilitation. These programs are collaborations between the School of Interdisciplinary Health Programs and the respective graduate department. Within these programs, some courses are utilized for both a BS-IHS degree and a graduate degree. Students must be accepted into these programs through the respective graduate program before taking the courses that apply to both degrees. See the respective websites for curriculum and admission requirements. Some of the undergraduate course requirements are different than the general BS-IHS program.

For more information about the graduate level concentration see the links below

Audiology (3+4) www.wmich.edu/speech-audiology/academics/grad/accelerated

Occupational Therapy (4+1) www.wmich.edu/healthservices/academics/bs-ot

(must be accepted into the occupational therapy program; students begin occupational therapy courses as an undergraduate receiving a BS-IHS degree and an OT master’s degree).
The Structure of the BS-IHS Programs

All of the BS-HIS programs have four parts in addition to general education requirements (www.wmich.edu/healthservices/academics/bs).

1. Pre-Professional requirements to prepare students for the IHS professional core curriculum.
2. An IHS professional core curriculum designed to educate students in the knowledge and core competencies needed across health services disciplines (delivering patient and family centered care, working in interdisciplinary teams, evidence based practice, health literacy practices, quality improvement, and informatics, ethical decision making, and health policy).
3. Capstone courses designed to pull together skills obtained throughout the program to be used in an internship placement, a professional project or a research project.
4. Specialized knowledge obtained through a minor, an emphasis or specialized curriculum within student’s chosen health discipline. The graduate portion of the BS-IHS/Graduate School Combination programs serves this purpose.

Program Competencies & Curriculum Map

The IHS program has eleven exit competencies (see below), which will prepare you for your new roles and responsibilities in health and human services.

Curriculum Map: Shows what competencies are covered in which courses

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Learning Competency #1

*Demonstrates knowledge of the structure and function of health delivery systems across the continuum of care:* Recognizes the basic structure of the system and disparities in access and services based on economic, political and social factors

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<td>Provides patient and family centered care: Recognizes, listens to, and respects patients’ experiences of illness, their preferences, and expressed needs; shares decision making with patients and their designated support systems</td>
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<td>Applies interdisciplinary team skills to decision making: Recognizes the unique contribution of many professional disciplines, presents his/her own perspective and uses communication skills to integrate input and make conjoint health services decisions</td>
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<td>Uses research skills to develop evidence based plans: Formulates practice questions and uses search skills and quality recognition skills to develop an evidence based plan</td>
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<td>Measures and plans improvement in health care quality: Examines the structure, process and outcomes of care, implementing safety design principles and quality assurance methods to improve health services</td>
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<td>Designs health literacy communications: Recognizes low health literacy, adjusts complex concepts to write and speak in plain language. Uses teach-back methods to assess communication</td>
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<td>Uses critical thinking to solve problems and make decisions: Examines and weighs options for accuracy, quality, and perspective and allows this examination to inform decisions</td>
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### Admission Requirements

**General Program, Clinical Practice in Health Focus, and pre-Physician Assistant Focus**

Students are admitted into the General, Clinical Practice in Health Focus, or the pre-Physician Assistant focus in consultation with their advisor under the following conditions:

- A minimum of 30 academic credits and completion of the pre-professional requirements with a cumulative grade point average of 2.5.

  or

- A minimum of 30 academic credits with a cumulative grade point average of 2.5 and current registration, certification, or licensure as a health or human services professional.

**BS-IHS/Graduate School Combination Programs**

Admittance to any of these programs requires acceptance into that graduate program. This usually occurs during the junior year, although students may apply to the Occupational Therapy 4+1 program earlier. All of the accelerated degree programs have some courses that count toward both the undergraduate degree and the graduate degree. Students are advised to consult information...
from both the undergraduate and the graduate departments, as well as their adviser for more information. All of these programs require a separate application and are competitive.

**Academic Advising**

The College of Health and Human Services provides advising to all students who wish to enroll in and who are admitted to the Bachelor of Science in Interdisciplinary Health Services program. Students should contact an advisor as early as possible. Advisors will assist students in program planning, and in the selection of a particular program focus, concentration/academic minors. Failure to meet with the advisor on a regular basis may result in difficulty in completing the program in a timely manner.

**Graduation Requirements**

Students must meet the University’s graduation requirements. In addition, students must maintain a grade point average of 2.5, with no less than a “C” in any IHS professional core course. Students may repeat no more than once, one course in the IHS professional core. Specific program requirements follow for the general program. The curriculum for each of the other programs are listed on the respective websites. See the links listed under “BS-IHS/Graduate School Combination Programs”.
The General BS-IHS Curriculum

Students must successfully complete the University's General Education Proficiencies and Distribution requirements.

Pre-Professional Requirements:
Students must complete all the Pre-Professional Requirements
- BIOS 2110: Human Anatomy
- BIOS 2400: Human Physiology
- HSV 2250: Growth, Development, and Aging
- MDSC 2010: Medical Terminology

IHS Professional Core:
Students must complete all the courses in the IHS Professional Core
- HOL 4700: Relationship-Centered Skills
- HSV 3650: Information Literacy in the Health Sciences (or pass a proficiency examination to test out of this course) Changed to 2 credit hours
- HSV 3700: The Health System and Its Environment Prerequisite for many of the courses
- HSV 3900: Core Competencies and Contemporary Issues in Health Services Introduces the core competencies
- HSV 4100: Legal Issues in Health and Human Services
- HSV 4200: Health and Human Services Research and Statistics
- HSV 4400: Diversity and Inclusion in Health and Human Services - new requirement
- HSV 4780: U.S. Policy in Health and Human Services
- HSV 4800: Health Services Practice Management
- HSV 4860: Health Literacy Practices - new requirement
- HSV 4880: Psychosocial Issues in Health and Human Services - new requirement
(one of the following)
- PHIL 2010: Introduction to Ethics
- PHIL 3340: Biomedical Ethics

Capstone Coursework (see "More about Capstone Coursework" below):
Students must complete one of the following courses:
- HSV 4900: Health and Human Services Internship
- HSV 4890: Health and Human Services Independent Research (restricted to certified or licensed health professionals)
- HSV 4895: Capstone Project in Health Services (restricted to students working in health care)-new option, will be offered in spring 2017

Examples of Academic Minors/Area Emphases
The Professional Core will be complemented by specialized knowledge in an area emphasis or academic minor.

Academic Minors
A variety of minors are available to students. Here are some examples.
- Community Health Education (can lead to a certification)
  http://www.wmich.edu/humanperformance/academics/health-education
- Nonprofit Leadership (can lead to a national certification)
• Addiction Studies (can lead to a certification)
  http://www.wmich.edu/addictionstudies/academics/undergrad/
• Health Informatics and Information Management
  http://www.wmich.edu/healthinformatics
• Management
• Spanish
• Integrative Holistic Health and Wellness
  http://www.wmich.edu/holistic/academics/undergrad
• Communications
• Psychology
• Gerontology
• Peace Corps Health Prep Minor
• Speech and Hearing Processes

**Special Focus/Interest Option**

Students may focus on areas that reflect their interest. Students who elect an area emphasis will do so in consultation with their program advisor. This emphasis will be designed to fit the student’s individual learning objectives, it must consist of a minimum of 14 semester hours, at least 9 of which must be from 3000-, 4000-, or 5000-level course work. All plans must be pre-approved by an advisor.

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**BS-IHS – Focus of Study: Clinical Practice in Health**

The Clinical Practice in Health emphasis optimizes the clinical training that students who are licensed, certified or registered in an allied health profession have previously received. Graduates of an accredited allied health associate's degree program who hold a professional license, certification, or registration (after having successfully passed a state and/or nationally recognized examination) are eligible for the BS-IHS Clinical Practice in Health emphasis. Students choosing this option will be awarded transfer credit on a course-by-course basis in accordance with the University policies for prior general education, sciences, and electives. In addition, a prior learning assessment will determine the student’s eligibility to receive up to 18 hours of upper division credit for the following two courses:

• HSV 3100: Professional and Interpersonal Skills for Patient Centered Care
• HSV 3200: Clinical Practice in U.S. Health Care Delivery

The BS-IHS Clinical Practice in Health emphasis consists of the same pre-professional requirements, IHS professional core, and capstone requirements as the general program. HSV 3100 and HSV 3200 complete the specialized knowledge for this emphasis.
BS-IHS – Focus of Study: Pre-Physician Assistant

The Western Michigan University Department of Physician Assistant recommends a particular grouping of classes within the Bachelor of Science in Interdisciplinary Health Services program to adequately prepare students to apply to the Physician Assistant program. However, completion of this emphasis does not guarantee admission to the Physician Assistant Graduate program. To access the pre-Physician Assistant curriculum please go to: http://www.wmich.edu/healthservices/academics/bs-pa

BS-IHS/Graduate School Combination Programs

- B.S. Interdisciplinary Health Services-Occupational Therapy 4+1 track (BS-IHS-OT)
  - http://www.wmich.edu/ot/academics/undergrad-grad/apply
  - Students must apply and be admitted to the Occupational Therapy program. (Students are not guaranteed acceptance)

- B.S. Interdisciplinary Health Services/ Blindness and Low Vision Studies Accelerated Degree Programs (BS-IHS- O&M, BS-IHS-VRT)
  - http://www.wmich.edu/visionstudies/academics/accelerated

- B.S. Interdisciplinary Health Services/Audiology Accelerated Degree Program (BS-IHS/AUD)
  - http://www.wmich.edu/speech-audiology/academics/grad/accelerated
IHS Professional Standards and Policies

Professional Standards and Responsibilities in Classroom and Internship Placement

Purpose

All students enrolled in courses/activities of the IHS program are expected to abide by the University Code of Student Conduct. In addition, this document provides students, faculty, office staff, and internship site supervisory staff in the IHS program with a set of professional standards which all students must comply with and upon which all students enrolled in courses/activities in the College will be assessed.

For students enrolled in the IHS program, the accumulation of knowledge must be accompanied by the acquisition of skills, professional attitudes, and behavior. In all phases of professional education, the student’s ability to utilize her/his intellectual ability and maintain emotional stability – particularly when under stress and within time limitations inherent in the professional setting – is vital for the successful completion of the program. Students must also meet those additional standards developed by their disciplines and abide by the discipline-specific code of ethics.

Internship site standards may exceed these professional standards. The student is responsible for covering any expenses related to the professional standards. The following factors have been taken into consideration in defining the professional standards policy:

- Client safety
- Student safety
- Public safety
- Infection control
- Job responsibilities
- Professional image

Definitions

As a professional in health or human services, students must possess more than knowledge and professional skills in the discipline. They must possess and exhibit beliefs, values, and attitudes that are necessary to work effectively and interact with other students, faculty, staff, clinical supervisory staff, other professionals, clients, patients, and members of the community. These standards will be assessed throughout the IHS program in both classroom settings and in internships. Professional behavior is mandatory for the successful completion of and graduation from the IHS program.
To establish professional standards for all WMU IHS students participating in the capstone/internship experience, the following minimum standards apply:

- Consistent punctuality
- Consistent dependability
- Honesty with and respect for other students in the program, faculty, staff, patients, clients, and clinical supervisory staff
- Demonstrated responsibility for previously learned material
- Fairness
- Demonstrated commitment to diversity and tolerance of diverse views
- Professional appearance
- Professional judgment
- Personal initiative
- High expectations for performance
- Commitment to professional growth
- Willingness to work in a partnership
- Demonstrated social and moral responsibility
- Demonstrated effective interpersonal relationships with others

Additionally, in an effort to foster a positive image for a healthcare environment, all students in the IHS program will dress in a manner that is appropriate for the position and work performed. Students will dress in a manner that establishes confidence and respect for the Institution, while maintaining the health and safety of clients, visitors, and educators:

- No aspect of the student’s dress should embarrass or offend clients, visitors, educators or other students. Clothing should be neat, clean, pressed, and appropriate in length.
  - Shirts worn must be free of:
    - Pictures/advertising/political statements/or offensive language
    - Exception: Department approved designs
  - Clothes that are revealing or unnecessarily tight-fitting are not considered appropriate apparel.
    - Unacceptable examples include, but are not limited, to: low-cut necklines, see-through blouses and shirts, bare midriff-cut tops, strapless tops, tight pants, sagging pants (that reveal underwear) and short skirts
  - Casual dress may be acceptable as defined by individual site guidelines and as appropriate within job responsibilities.
  - Clothing must be neat and clean at all times.

- Footwear should be appropriate and safe for the individual and work environment. Sandals and open-toed shoes are unacceptable for students working in a clinical setting due to the potential safety hazard.

- Hair, beards, and mustaches shall be clean and well-groomed at all times. The style of any of the aforementioned should not interfere with the ability of the student to maintain standard precautions or sterile techniques appropriate in the work environment.

- The student shall take into consideration any adornments or decorations on the
clothing or person that could be easily dislodged and present a safety and/or infection control hazard to patients and the public.

- In some sites, this may include, but is not limited, to: sequins, glitter, or beads on hair, nails or clothing.
- If makeup is worn, it shall be worn in moderation to enhance features and create a natural, professional image.
- Discretion shall be used in the wearing of perfume, cologne, or after-shave lotion, as these products can have adverse effects on clients, visitors, educators, and other students.
- Fingernails are to be kept clean, presentable, and of a professional length that does not detract from job performance.
- Jewelry shall be in keeping with the professional image of the employees and should not affect the hygiene or safety of students, visitors or patients.
  - Earrings must be of a reasonable size and length.
  - Visible piercing other than in ears must be concealed.
- Tattoos shall be covered if prominent and/or offensive.
- Should religious beliefs or practices conflict with this policy, reasonable accommodation will be made for students as long as it does not pose a safety hazard.

Furthermore, students shall follow agency policy with regards to cell phone, computer, and internet usage. As a general rule, students should avoid personal calls or emails, or use of social networking sites for purposes outside of that which has been directed by the agency while on agency time, so as to get the full experience provided by their internships. Students should review with their site supervisor emergency use policies for cell phone, etc.

Students are also advised not to use electric media to record or communicate any personal patient information. It is the responsibility of everyone in health care to respect confidentiality, to protect the integrity of personal information, and to respect individual rights to privacy while at an internship placement.

**Application**

This policy applies to all students while in classrooms and on internship placement premises. Anyone who fails to comply with the professional standards outlined in this policy may be subject to termination from the IHS program and internship.

**Assessment of Professional Standards**

The professional standards will be assessed throughout the professional program.

A. Assessment Standards

1. An ability and willingness to acquire and integrate professional standards into one's repertoire of professional behavior;
2. An ability to acquire professional skills in order to reach an acceptable level of professional competency; and/or

3. An ability to control personal stress and strong emotions which could interfere with professional functioning.

B. An assessment of professional standards that reveals one or more of the following characteristics may require remediation:

   1. A student does not acknowledge, understand, or address a problem when it is identified;

   2. A problem is not merely a reflection of a skill deficit which can be rectified by academic or didactic training;

   3. The quality of services delivered by the student is sufficiently negative

   4. A problem is not restricted to one area of professional functioning;

   5. A student’s behavior does not change as a function of feedback, remediation efforts, and/or time.

Any concerns expressed over adherence to professional standards or any assessment identifying a failure to adhere to professional standards may be addressed through remediation. In cases of egregious or severe violations of professional standards, sanctions consistent with the applicable policies, procedures, and rules may be implemented without the opportunity for remediation.

**Remediation and Remediation Alternatives**

Please see official IHS Program Policy for complete remediation process.

It is important to have meaningful ways to address concerns regarding a student’s inability to exhibit professional standards. In implementing remediation interventions, the program administration must be mindful and balance the needs of the student, other students in the program, faculty, the clients/patients involved, and the clinical supervisory staff.

In appropriate circumstances, the program administration may implement corrective measures other than remediation. These may include the following:

A. A verbal warning to the student emphasizes the need to discontinue the inappropriate behavior under discussion. Record of this warning is appropriately documented in the student’s file.
B. After a reasonable time has elapsed since the verbal warning and student’s performance has not sufficiently improved, a written warning to the student will be issued and shall include:

1) A description of the student’s unsatisfactory performance/behavior, and recognition that the student had been previously afforded a verbal warning;

2) Actions required of the student to correct the unsatisfactory performance/behavior;

3) The timeline for correcting the problem (depending on the student, schedule modification may be time-limited) and

4) What action will be taken if the problem is not corrected?

C. A professional review within the school/department may be conducted to discuss behavior/activities. The outcome of this review may include a suspension of direct services activities (i.e. internship placement, rotation, etc.), a department/school approved leave from the program, or dismissal from the program.
The objective of capstone courses is for students to work toward the exit competencies of the program in an applied setting, preparing them for an entry-level position in health services and/or a graduate school program in health services. Although students should build these competencies while in the internship, it must be emphasized that student exposure to and experience in the field are not limited to the objectives/competencies. Students should avail themselves of every opportunity that allows for the development of their skills and knowledge, and build individualized goals that will lead to additional competencies. These capstone courses are one of the most important courses in the program giving students needed experience for their next step in their careers.

**Health and Human Services Internship (HSV 4900)**

[www.wmich.edu/healthservices/academics/internships](http://www.wmich.edu/healthservices/academics/internships)

One of the capstone choices is a health services related internship placement in a health services setting of a minimum of 200 clock hours in the U.S. or abroad (some placements require more hours due to the nature of the position). The majority of IHS student do an internship as their capstone.

**Health and Human Services Independent Research (HSV 4890)**

This capstone option is restricted to certified, licensed, or registered health providers. Students must also have the research skills to conduct an original research project.

If a health care provider chooses HSV 4890: Independent Research (3 hours), the project must conform to the following standards:

1. The student must select a research committee consisting of a faculty mentor knowledgeable in the field of inquiry and a reader who will act as a resource person (the resource person may work outside the University).
2. The research project must be approved by the Program Coordinator at the beginning of the senior year.
3. The research project must include an application to the human subjects review board and conform to all standards of ethical research.
4. The completion of the research project must be documented in a paper written in the professional or academic style appropriate to the discipline and presented in a public forum approved by the Program Coordinator.


Capstone Project in Health Services (HSV 4895)

Students choosing this option will develop a project within a health care organization that uses one of the core competencies: patient centered care, quality improvement, health literacy, informatics, evidence based practice, or interdisciplinary team skills. This option is restricted to students working in health care.

Capstone Qualifications

Students must meet the following criteria to be considered for internship placement:

1. Senior standing with at least 88 credits completed.
2. Cumulative GPA of 2.5. If a student misses the minimum GPA he/she will be given one semester to achieve the 2.5 before taking the course. If the student is unable to achieve the 2.5 GPA in one semester they will be removed from the program barring hardship circumstances. If hardship circumstances are present the case will be reviewed by the Internship Coordinator, the Program Coordinator and the Director of the School of Interdisciplinary Health Programs.
3. Successful completion of as much of the course work in the Professional Core as possible prior to enrollment in the capstone seminar. The following three courses are pre-requisites to all capstone courses:
   - HSV 3700: The Health System and Its Environment
   - HSV 3900: Core Competencies and Contemporary Issues in Health and Healthcare
   - HSV 4100: Legal Issues in Health and Human Services
   The following three courses can be taken at the same time as a capstone course but no later:
   - HSV 4200: Research and Statistics
   - HSV 4780: U.S. Health Policy
   - HSV 4800: Practice Management
4. Students must enroll in HSV 4900 (or the relevant alternative capstone seminar), and attend the seminar concurrent with internship, project or research work.
5. Students who are registered, certified, or licensed health care providers may pursue a clinical experience providing it exposes the student to the development of new skills, or is in a situation outside their usual employment.
6. Students engaged in an internship must give evidence of having health insurance at the time of course enrollment. Liability insurance coverage will be provided by the University through a student class fee.
Capstone Application Process

The Interdisciplinary Health Services program is using a web-based data management system called Intern Placement Tracking (IPT) for the internship and other capstone courses. IPT allows the IHS Internship Coordinator, interns, and internship organizations to communicate more easily with each other and will streamline the application process. For those pursuing other capstone possibilities the application process will trigger a meeting with the Internship Coordinator and entry into the alternative capstone.

Beginning Spring semester, 2017 applications should be submitted online using IPT.

- Application to the internship/capstone program includes the following items:
  - **IHS Application**
    - IHS Internship Application is found on the program website at [http://www.wmich.edu/healthservices/academics/internships](http://www.wmich.edu/healthservices/academics/internships)
  - **Student’s Resume**
  - **Unofficial Transcripts**

- Students pursuing an internship should review the listing of internship sites on the BS-IHS website [http://www.wmich.edu/healthservices/academics/internships/descriptions](http://www.wmich.edu/healthservices/academics/internships/descriptions) and mention any placements that they are interested in on their application.

- Students pursuing alternative capstones should review the requirements for HSV 4890 and HSV 4895 and state which alternative they are pursuing.

- After the application is received the student must meet with the Internship Coordinator and decide on the most appropriate placement.

- **Applications are generally due one academic school year ahead of the semester in which the student wants to complete the internship. Late applications are considered on a case by case basis.**

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<td>Summer</td>
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- After all required materials have been submitted and reviewed by the internship placement team, the student will be contacted by IHS support staff to schedule an interview with the IHS Internship Coordinator in the semester prior to the semester in which the student wishes to begin internship (spring semester for fall internship).
INTERNSHIP POLICIES AND PROCEDURES

Internship Placement Process

1. After all required materials have been submitted and reviewed by the internship placement team, the student will be contacted by IHS support staff to schedule an internship interview with the IHS Internship Coordinator in the semester prior to the semester in which the student wishes to begin internship (spring semester for fall internship): Meeting with the IHS Internship Coordinator is a requirement before you may begin internship.

2. Before the internship meeting with the Internship Coordinator:
   - Students are expected to respond within a timely manner to all communication from IHS internship placement team and support staff.
   - Students are expected to arrive on time at their scheduled interview appointment or contact IHS before tardiness.

3. During the internship meeting with the Internship Coordinator:
   - The Internship Coordinator will discuss student readiness/preparedness for internship, future professional and academic plans, and appropriate internship placements.
   - The Internship Coordinator provides students with internship site suggestions and leads. It is student’s responsibility to actively seek and secure an internship site.
   - Students will receive and sign official IHS Site Suggestion and Communication Log during the internship interview meeting. Students will be responsible for maintaining communication with the IHS program and meeting all IHS contact deadlines throughout the internship placement process.

4. Following the Internship meeting students must:
   - Contact and arrange an interview with the suggested site’s designated contact person.
   - Complete all pre-internship requirements. Once the student and the site contact mutually agree to the internship, the student must complete all site requirements prior to the start of the internship, these may include: physicals, TB tests, drug screen, and background checks.
   - Honor verbal agreements as binding. Students must not seek or secure another site once they have accepted an internship.
   - Contact the IHS program at assigned deadlines indicated on the IHS Site Suggestion and Communication Log as to the status of their internship placement.
Internship Placement Timeline

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<td>IHS Internship Interview Appointments Begin – End of September</td>
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<td>IHS Internship Interview Appointments Begin – End of January</td>
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<td>Confirmed IHS Internship Placement By – April 1</td>
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Internship Guidelines

The internship guidelines are intended for site supervisors. The internship provides an opportunity for students to obtain academic credit through a meaningful and relevant out-of-classroom experience. It should provide opportunities for students to assume responsibility for productive tasks within the department/company/agency and to observe and shadow professionals to assess interest and suitability for a career in a health care related field.

The following are suggested areas of participation:

- Read materials to become familiar with the work of the company/agency.
- Learn company/agency policies, procedures, and forms.
- Perform tasks significant to learning process and the company’s/agency’s function.
- Attend board, staff, team, and administrative meetings.
- Network with other departments/companies/agencies to learn about their work and better understand their functions.
- Conduct special projects or other tasks deemed appropriate by the onsite supervisor.

Internship Requirements

- **The internship requires 200-240 clock hours of work in an organization.** The number of required hours is determined by the organization’s needs.

- Students are required to develop, in collaboration with their site supervisor(s), a written **learning contract** (see Appendix I) that incorporates practicum learning objectives; student interests and needs and the requirements of both the placement site and the undergraduate program. **The original, typed copy of the learning contract and two copies signed by the student and their site supervisor(s) must be submitted to the HSV 4900 seminar instructor for approval.**
• Students are required to keep a work log, signed at least monthly by their supervisor (see Appendix II).

• The student and their site supervisor(s) will participate in a mid-placement interview and evaluation of their progress (see Appendix III). The seminar instructor may also attend this interview at the request of either the student or the site supervisor.

• The student and their site supervisor(s) will participate in a final interview and evaluation of progress and performance (see Appendix III). The student’s seminar instructor may also attend this interview at the request of either the student or the site supervisor.

• The student will evaluate the internship experience and the IHS program at the end of the semester (see Appendix IV).

**Student Responsibilities**

Students have principle responsibility for their learning experience. Students are minimally responsible for the following:

• Completing the required IHS courses prior to enrollment in the internship.

• Contacting the Internship Coordinator one semester prior to the semester in which they wish to begin the internship.

• Collaborating with the site supervisor(s) on the preparation of a learning contract that includes all the items specified in the requirements above, and taking learning opportunities that may arise including those that are in addition to the scope of the objectives.

• Taking responsibility to determine the expectations of the site supervisor(s) and discussing the means by which these expectations can be accomplished.

• Providing quality services in assigned tasks.

• Handling the material, information, and records involved in agency work in a professional, confidential and responsible manner.

• Submitting to the seminar instructor a mid-placement and final evaluation from the site and an approved work log by the specified dates.

• Acting at all times in a professional manner. This includes, but is not limited to, the following:
  o Taking personal responsibility for being familiar with and adhering to all federal and state laws applicable to the facility in which you will be working.
o Providing only those services for which you are qualified via education and/or experience and by pertinent legal regulatory process.

o Refusing to misrepresent in any manner, either directly or indirectly, your skills, training, professional credentials, identity, or services.

o Keeping confidentiality regarding privileged client information unless required to release such information by law or if such information becomes necessary to protect the welfare of the client or the community.

o Assuming primary responsibility for notifying the program staff immediately if any problems or difficulties arise that might adversely affect the satisfactory completion of internship. If a student perceives that s/he is not receiving adequate guidance and supervision, is being assigned too much work, etc., the student should communicate those concerns to the site supervisor. If the problems are not resolved, the student should contact the Internship Coordinator. Timely and honest communication can prevent many problems from developing.

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**IHS INTERNSHIP POLICIES**

**Background Check, Fingerprint, and Drug Screen Policy**

The criminal background check is conducted in order to verify that the student has had no criminal convictions. This includes any felony, or an attempt or conspiracy to commit a felony; a misdemeanor that involved abuse, neglect, assault, battery or criminal sexual conduct against anyone, or fraud against a vulnerable adult; or a state or federal crime that is substantially similar to such a misdemeanor.

**Purpose**

To establish guidelines for all WMU IHS students, the following minimum standards apply. Fieldwork site requirements may exceed these guidelines and are the sole responsibility of the student. The following factors have been taken into consideration in defining the Background Check, Fingerprint, and Drug Screen Policy:

- Client safety
- Student safety
- Public safety
- Job responsibilities
- Professional responsibility

The establishment of departmental standards must be consistent for all students participating in service or client-related activities that their coursework may include. Upon
admission to the IHS Program students will need to complete the following minimum requirements prior to the capstone experience.

Some sites may require a pre-internship background check. These are self-initiated background checks. You are responsible for paying for these tests. The following site is recommended for the background check:

- [https://portal.castlebranch.com/WE85](https://portal.castlebranch.com/WE85) - WMU code WE85
- $28 plus $13 per county outside the state of Michigan you have lived in (i.e., if you have lived outside of Michigan within the prior seven years, the criminal records of each county you lived in will be searched)
- All felony and misdemeanor records will be searched

**Immunization Policy**

One of the responsibilities of a health care professional is to ensure that he or she is free from any medical or physical conditions that might endanger the health and well-being of self or the clients whom they serve. In keeping with this responsibility and with similar guidelines of the Federal Occupational Safety and Health Administration (OSHA), established to protect patients and health care workers, the Interdisciplinary Health Services program has established the following policy.

The students must be free of conditions that might endanger clients and others they may work with, while accomplishing curricular requirements of the program. Any conditions known by the student, which might impair the student’s ability to perform the required activities of the curriculum, must be made known to the Interdisciplinary Health Services program so that appropriate accommodations can be made.

**Purpose**

To establish guidelines for all enrolled WMU IHS students, the following minimum requirements apply. Fieldwork site standards may exceed these guidelines. The following factors have been taken into consideration in defining the Health and Human Services policy:

- Client safety
- Student safety
- Public safety
- Infection control
- Job responsibilities
- Professional responsibility
Some sites require some or all of the following pre-internship screening. You are responsible for paying for these tests. The costs to have these completed at Sindecuse Health Center as of the date of this publication are indicated below. You can reach Sindecuse Health Center at (269) 387-3287.

a. TB test: $50 (non-billable)

b. Short history and physical: $50-$75

c. Ten-panel drug screen: approximately $76

d. Hepatitis B inoculation (3-shot series): prices vary year-to-year (if you will not be exposed to blood-borne pathogens, this may not be required)

**Infectious Control Measure Education and Health Insurance Portability and Accountability Act and CPR Training Policy**

Infection control is an essential component of any health care delivery. Infection control measures can be as simple as hand-washing and as sophisticated as high-level disinfection of equipment. Implementing these measures can prevent transmission of disease in health care settings and the community. It is important to attend annual educational sessions to review bloodborne pathogen exposure control principles and practices, receive updated information regarding the emergence of atypical pathogens and important changes in management of disease, and how to respond to the occurrence of outbreaks in community or health care facilities. This information can assist infection control practitioners and other health care providers in monitoring, identifying, and controlling an outbreak.

The Health Insurance Portability and Accountability Act (HIPAA) is a federal law enacted in 1996. In an attempt at incremental healthcare industry reform, HIPAA’s purpose is to reduce costs, simplify administrative processes and burdens, and improve the privacy and security of patient information. In keeping with these responsibilities, the WMU IHS Department has established the following policy. All students will be held responsible for following HIPAA regulations during the internship experience or any other situation where the student represents the University or IHS Department.

**Purpose**

To establish guidelines for all enrolled WMU IHS students the following minimum standards apply. Internship site standards may exceed these guidelines and associated fees and requirements are the sole responsibility of the student (i.e. a site may require Mask Fit Testing – this will not be supplied by WMU). The following factors have been taken into consideration in defining the Infectious Control Measure Education and Health Insurance Portability and Accountability Act and CPR Training Policy:

- Client safety
• Student safety
• Public safety
• Infection control
• Job responsibilities
• Professional responsibility

The establishment of departmental standards must be consistent for all students participating in service or client-related activities that their coursework may include. Upon admission to the IHS program students must complete the following minimum requirements before HSV 4900 Internship Seminar. Students must complete the following:

• Bloodborne Pathogens (BBP) and HIPAA training must be completed online through the WMU D2L website. Instructions for BBP and HIPAA training can be found on the IHS program D2L template.

• CPR training is available and can be obtained through the American Red Cross and the American Heart Association. Please contact either organization directly for more information about how to receive CPR training.
  
  o To initiate this process, students must self-enroll in the IHS program on D2L (go to online learning icon on the “goWMU” website, click on “self registration” at the top of page).

Internship Site Attendance Policy

Students are expected to work with their site supervisors to create a schedule that is conducive to both the student and the site. Any scheduled time off initiated by either party should be incorporated into the agreed upon schedule. Following this agreement, the student is expected to abide by the agreed upon schedule. If a student is unable to attend his/her internship on a day that he/she is scheduled to work, he/she should adhere to the site’s attendance policy with regards to notification. At minimum, a student is expected to contact the site supervisor by phone and email prior to the scheduled work time if he or she is going to be late or will be unable to come in (unless otherwise directed by the site supervisor).

Purpose

In order to establish guidelines for all enrolled WMU IHS students the following are established as minimum standards. Internship site standards may exceed these guidelines. The following have been taken into consideration in defining the Internship Attendance Policy:

• Professional responsibilities
• Job requirements
• Holidays
• Excused Absence
• Unexcused Absence

**Appearance Standard Policy**

To foster a positive image for a healthcare environment, all students of WMU’s IHS program will dress in a manner that is appropriate for the position and work performed. Students will dress in a manner that establishes confidence and respect for the Institution, while also maintaining the health and safety of clients, visitors, and educators.

**Purpose**

To establish guidelines for all WMU IHS students participating in capstone/internship experience the following minimum standards apply. Internship site standards may exceed these guidelines. The student is responsible for covering any expenses related to the guidelines. The following factors have been taken into consideration in defining the Appearance Standards Policy:

• Client safety
• Student safety
• Public safety
• Infection control
• Job responsibilities
• Professional image

The establishment of departmental standards must be consistent for all students participating in service or client-related activities that their coursework may include.

• No aspect of the student’s dress should embarrass or offend clients, visitors, educators or other students. Clothing should be neat, clean, pressed, and appropriate in length.
  • Shirts worn must be free of:
    ▪ Pictures/advertising/political statements/or offensive language
    ▪ Exception: Department approved designs
  • Clothes that are revealing or unnecessarily tight-fitting are not considered appropriate apparel.
    ▪ Unacceptable examples include, but are not limited, to: low-cut necklines, see-through blouses and shirts, bare midriff-cut tops, strapless tops, tight pants, sagging pants (that reveal underwear) and short skirts
  • Casual dress may be acceptable as defined by individual site guidelines and as appropriate within job responsibilities.
  • Clothing must be neat and clean at all times.
• Footwear should be appropriate and safe for the individual and work environment. Sandals and open-toed shoes are unacceptable for students working in a clinical setting due to the potential safety hazard.

• Hair, beards, and moustaches shall be clean and well-groomed at all times. The style of any of the aforementioned should not interfere with the ability of the student to maintain standard precautions or sterile techniques appropriate in the work environment.

• The student shall take into consideration any adornments or decorations on the clothing or person that could be easily dislodged and present a safety and/or infection control hazard to patients and the public.
  o In some sites, this may include, but is not limited, to: sequins, glitter, or beads on hair, nails or clothing.

• If makeup is worn, it shall be worn in moderation to enhance features and create a natural, professional image.

• Discretion shall be used in the wearing of perfume, cologne, after-shave or lotion, as these products can have adverse effects on clients, visitors, educators, and other students.

• Fingernails are to be kept clean, presentable, and of a professional length that does not detract from job performance.

• Jewelry shall be in keeping with the professional image of the employees and should not affect the hygiene or safety of students, visitors or patients.
  o Earrings must be of a reasonable size and length.
  o Visible piercing other than in ears must be concealed.

• Tattoos shall be covered if prominent and/or offensive.

• Should religious beliefs or practices conflict with this policy, reasonable accommodation will be made for students as long as it does not pose a safety hazard.

**Personal Communication Device Policy**

Students shall follow agency policy with regards to cell phone, computer, and internet usage. As a general rule, students should avoid personal calls or emails, or use of social networking sites for purposes outside of that which has been directed by the agency while on agency time, so as to get the full experience provided by their internships. Students should review with their site supervisor emergency use policies for cell phone, etc.

Students are also advised not to use electric media to record or communicate any personal patient information. It is the responsibility of everyone in health care to respect confidentiality, to protect the integrity of personal information and respect individual rights to privacy while at an internship placement.

**Definitions**

Personal Communication Devices – includes electronic media (Facebook and personal blogs) or communication devices including, but not limited to, cell phones, pagers, text pagers, wireless devices, etc.
Application

This policy applies to all students while on internship placement premises. Anyone who fails to comply with the standards outlined in this policy or who uses a device inappropriately while on premises may be subject to termination from internship.

Internship Remediation and Continuance Policy

Students must successfully complete an internship and HSV 4900, Internship Seminar class (or an approved alternative), in order to graduate with an IHS degree. While on internship, students must exhibit behavior consistent with the beliefs, values, and attitudes that are necessary to work effectively and appropriately, and interact with other students, faculty, staff, clinical supervisory staff, other professionals, clients, patients, and members of the community as befits health care professionals. These standards of behavior will be assessed throughout the professional program. The exhibition of these standards is mandatory for the successful completion of, and graduation from, an academic program in the College of Health and Human Services. For more information refer to the professional standards and responsibilities for all CHHS students.

The following internship review and remediation guidelines are established for those students who experience difficulties with professional behavior such as:

- Repeated tardiness or absences
- Non-professional, disruptive, or inappropriate behavior
- Failure to meet agency requirements
- Failure to exhibit professional behaviors
- Poor evaluations from supervisors
- Harassment towards faculty, students, staff or clients
- Physical, sexual, or verbal abuse
- Failure to complete necessary testing in a timely fashion (i.e. background check, drug screening)
- Failure to communicate with staff and/or site supervisor
- Failure to perform duties in an ethical manner
- Failure to comply with HIPAA or any other state/federal laws and regulations
- Any other item that interferes with the well-being of clients, jeopardizes the reputation of the agency or the University, or does not align with the agency’s or University’s policies.
- Unsatisfactory performance in any of the internship competencies
- Unacceptable behavior or progress in an academic course (including HSV 4900)

Site Problems

Internship reviews will also be used for students who experience problems at their internship sites. Problems may include but are not limited to: misuse of the student’s time;
asking the student to work beyond his or her scope or perform duties the student is not licensed to perform; physical, sexual, or verbal maltreatment of the student; asking student to behave in a way that violates the student code of conduct; endangering the student’s life; or other significant issues.

Students experiencing such problems should immediately present the issue to the site supervisor and request a resolution. The student should also disclose the problem to their seminar instructor, especially if a resolution is not found, the student is not able to discuss the problem with the site supervisor, and/or the problem is of serious magnitude. As needed, the Internship Coordinator and other IHS faculty will investigate the concern and discuss possible next steps with the student.

**Internship Review**

All students participating in internship shall be subject to review by their site supervisor at midterm and at the end of the semester, or at any point during the semester as viewed necessary by the internship site. Any unsatisfactory reviews may result in a remediation process. Site supervisors are expected to document any unsatisfactory behaviors as they occur and inform the student of their unsatisfactory performance. If at any time a site supervisor feels an intern’s behavior is unacceptable or a potential danger to clients, he or she should immediately bring that behavior to the attention of the Internship Coordinator for review and potential remediation or possibly termination from internship.

**The Remediation Process**

Students experiencing difficulties while on internship will be given the opportunity to correct performance. When the seminar instructor perceives inadequate/impaired performance, s/he will communicate with the site supervisor and others to gather information as appropriate. This may include, but is not limited to the following personnel: Student Disability Services, SEITA staff, Kalamazoo Promise coordinators, athletic coaches, etc. The seminar instructor will apprise the Internship Coordinator of the performance concerns and consider whether the Program Coordinator should also be notified.

The seminar instructor will meet with the student to discuss concerns with the student’s performance. During the meeting, a remediation plan will be created to address and correct the behavioral concerns. The site supervisor may also contribute to the formulation of the plan. The remediation plan will be written and signed by the student, seminar instructor, and in some instances the site supervisor. The plan should contain the following:

1. A description of the student's unsatisfactory performance/behavior
2. Actions required of the student to correct the unsatisfactory performance/behavior
3. The timeline for correcting the problem
4. What action(s) will be taken if the problem is not corrected
Remediation may not be appropriate if the student’s behavior poses a danger to self or others, shows extreme disregard for others, or necessitates removal from the internship site by IHS or the site supervisor.

Extenuating Circumstances

Students unable to accrue the minimum hours required for internship because of site difficulties, extended absences to internship due to illness, death in the family, or other personal circumstances may receive a grade of “I” (Incomplete) for HSV 4900 by the seminar instructor. The student and the seminar instructor will meet to determine what requirements must be met for the student to complete internship and have the incomplete grade removed. The requirements will be written and a copy given to the student and placed in the student’s IHS file. Note: the internship site must be willing to have the student extend their internship.

Withdrawal

Students are required to attend internship for the duration of the 15-week (200 hour minimum) experience. Students may withdraw from internship with a grade of “W.” Withdrawals are usually made in extenuating circumstances when it is not possible to complete internship. Withdrawal is an unsuccessful completion of internship and the student will meet with the Internship Coordinator, the Program Coordinator and/or both to determine whether another internship may be completed in the future or other options considered.

Failure/Dismissal

In those cases where the student is unable to successfully remediate, or in circumstances involving a lack professional behavior, the student may be asked to leave the site. In all cases of failure (whether it occurs before midterm, immediately following midterm, or during the final evaluation process), a grade of “E” will be assigned. Site supervisors are asked to complete an internship evaluation form to document the student’s failing performance. If circumstances prevent completion of the form, a narrative report can be substituted and should be sent immediately to the seminar instructor for review. Most often, dismissal from an internship necessitates dismissal from the program (but not necessarily from the University). Rarely, a student may be allowed to complete another internship.

A student dismissed from internship either through immediate dismissal or failure to complete a probationary period satisfactorily will be evaluated by the IHS Program Coordinator to determine if the student is eligible to complete the program through other means. Students may be subject to evaluation by the Office of Institutional Equity or the Office of Student Conduct if there has been a violation of the law or the student conduct code. Any student undergoing evaluation by the Office of Institutional Equity or the Office
of Student Conduct may have their dismissal from the program suspended pending the results of the investigation.

Students will also be dismissed from the IHS Program if they fail to complete the degree requirements or if they are at any point dismissed from the University. Any student undergoing a Code of Conduct review will also be reviewed by the Program Coordinator to determine if the violation is contrary to standards in the health and human service industries.

A student who is dismissed from the IHS program may choose to appeal the decision. Any student who feels his/her rights have been violated or that he/she has been dismissed from the program illegally should contact the Office of the Ombudsman at 2420 Faunce Student Services Building, or via phone at 269-387-0718, to discuss their situation.

**Due Process: College Procedures**

Once a student has followed the review/appeal process of the program, s/he may appeal to the College of Health and Human Services Professional Standards Committee. A student aggrieved by an action taken by IHS has the right to appeal such action by filing an appeal form in the Dean’s Office within 14 days of the aggrieved action. The appeal will be reviewed by the College of Health and Human Services Academic and Professional Standards Committee. The Professional Standards Committee will submit a written report to the IHS Director, including any recommendations for further action. Within two (2) working days of receipt of the recommendations, the Director will either accept or reject the Professional Standards Committee’s recommendations and will inform the student in writing of the outcome of the appeal. If the student wishes to further appeal this decision, s/he may do so to a University Grade and Program Dismissal Appeals Committee (GAPDAC). This appeal must be initiated within twenty business days of the final notification of program dismissal. The student will initiate an appeal through the Office of the University Ombudsman. When the Ombudsman receives an appeal, the Provost or designate will schedule a meeting of a Grade and Program Dismissal Appeals Committee using procedures determined by the Professional Concerns Committee of the Faculty Senate.
Site Supervisor Responsibilities

- The site supervisor will provide opportunities within the organization for the student to gain knowledge, skill and experience in health and human services.

- If at any time during the internship the supervisor discovers deficiencies in a student’s performance, he or she is to first discuss these with the student. If the deficiencies are significant and the student does not improve adequately, the student and supervisor bear the responsibility of informing the seminar instructor in a timely manner.

- The objectives of the internship provide goals and standards upon which a supervisor will base judgments about a student’s achievement. It is hoped that through frequent communication a productive supervisor-student relationship will develop whereby a supervisor may impart to the student a sense of confidence, knowledge of professional limitations, and a high standard of professionalism.

- The supervisor will provide the seminar instructor with a written evaluation of the student’s performance at midterm and upon completion of the experience. He or she is encouraged to review the completed evaluation with the student at each evaluation and may request that the seminar instructor attend this conference.

- The site supervisor is minimally responsible for the following:
  
  - Assisting the student in the construction of a formal learning contract as outlined above.
  
  - Providing the student with information regarding company/agency policies, procedures, and finances.
  
  - Providing the student with a comprehensive outline of company/agency services and the place of the agency within the network of community or county services.
  
  - Providing the student with information regarding the organization’s philosophy and approach to health and human services.
  
  - Providing a significant and meaningful learning experience for the student.
  
  - Working with the student to determine a schedule and work assignments.
  
  - Supervising the student to determine when the student is prepared for greater responsibility.
  
  - Including the student in as many aspects of the organization as possible.
• Reviewing the student’s progress with the student whenever possible.

• Informing the seminar instructor if the student is in jeopardy of failing to meet educational objectives.

• Providing the seminar instructor with a written evaluation of a student’s performance at midterm and upon completion of the experience. This evaluation may be given to the student to give to the seminar instructor.

IHS Internship Coordinator Responsibilities

The IHS Internship Coordinator is minimally responsible for the following:

• Meeting with the student to assess their readiness for internship and providing internship search suggestions and/or placement information.

• Serving as liaison between the student, the company/agency, and the BS-IHS program.

HSV 4900 Internship Seminar Instructor Responsibilities

The seminar instructor is minimally responsible for the following:

• Receiving, reviewing, and approving all student documentation for the internship (i.e. learning contract, mid-placement and final evaluations, and time log).

• Keeping in touch with both the student and their supervisor(s) by phone or email to check on progress in the placement.

• Participating with the student and their site supervisor(s) in a mid-placement and/or final interview if requested by the student or their supervisor.

• Assessing the student for HSV 4900 internship class.

Internship Evaluation

Goals

The primary focus of the evaluation process is to assess a student’s ability to work effectively in health and human services settings. To achieve this end, students must demonstrate skill in problem solving, skill in building professional interpersonal
relationships with clients and co-workers, and the ability to achieve and maintain a high standard of ethical and professional behavior. Evaluation of a student’s performance will be based on these and other program competencies.

**Process and Evaluations**

Effective, formative evaluation will assist students in building knowledge, skill and confidence. This type of evaluation occurs throughout the internship. It is characterized by constructive criticism, praise, and feedback between the student and their supervisor. At mid-term and at the conclusion of the internship, the supervisor will complete a written evaluation form, which summarizes the degree to which the student has met the learning objectives (and progress toward learning competencies). The student will also participate in a self-evaluation at midterm and final. This helps the student gain insight into and awareness of their strengths, weaknesses and areas for improvement.

**Minimum Academic Standards**

Students are required to complete at least 200 hours of work place experience. **Students must receive an entry-level performance rating on at least 6 of the competencies.**

**Learning Contract**

Students are required to develop, in collaboration with their site supervisor(s), a written learning contract that incorporates practicum learning objectives, their interests and needs, and the requirements of both the placement site and the undergraduate program.

The contract must include:
1. The beginning and ending dates of internship
2. Weekly time schedule for work hours
3. Any time off—legal holidays, Western Michigan University breaks (all to be negotiated with the site supervisor)
4. A preliminary description of assigned tasks and responsibilities (it is understood that this may change over time)
5. Two learning goals (in addition to the program competencies)
6. Assessment criteria
7. Three copies of the learning contract signed by the student and their site supervisor(s) must be submitted to the seminar instructor for approval. The seminar instructor will sign those copies and give two back to the student. One copy is for the student to keep, the other is for the supervisor.

See Appendices for Internship Documents
APPENDIX 1

(MAKE TWO COPIES BEFORE HANDING IN)

WESTERN MICHIGAN UNIVERSITY

Interdisciplinary Health Services

Internship Learning Contract

Student’s Name: ________________________________________________________________

Agency: _____________________________________________________________________

Location: _____________________________________________________________________

Primary Site Supervisor: ___________________ Phone: ________ Email:_______________

Required Total Hours: _____ (determined by supervisor- 200-240)

# of weeks ____  X  # of hours/week____ = _____ Total Required Hours

Student Schedule: Beginning Date: ______________________________

Ending Date: ______________________________

Daily Schedule: __________________________________________________________________

Scheduled Time Off (e.g. spring break, exam week): ________________________________

Description of Assigned Tasks: (this may change over the semester, but fill in the basics)

<table>
<thead>
<tr>
<th>Assigned Tasks</th>
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</tbody>
</table>

37
Personal professional growth is an important part of the internship experience. The final section of the Learning Contract allows students to identify their own personalized professional goals. Please identify at least two goals that will lead to an area that you will become competent in and identify activities to help you build these competencies.

<table>
<thead>
<tr>
<th>PERSONAL PROFESSIONAL GROWTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
</tbody>
</table>

These personalized goals must be added to the student evaluations so that supervisors can give you feedback. A review of the student evaluation is also helpful at this point in the process.

SIGNATURES FOR LEARNING CONTRACT:

Student __________________________ Date __________
Print Name __________________________

Primary Field Supervisor __________________________ Date __________
Print Name __________________________

Seminar Instructor __________________________ Date __________
Print Name __________________________
APPENDIX II

Bachelor of Science in Interdisciplinary Health Services

Internship Work Log & Reflection
(to be completed every week—make copy for yourself before handing in)

Name: ________________________________

Agency Placement: ________________________________

Dates: ________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Hours</th>
<th>Primary Duties/Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

REFLECT: Please reflect below on your week.
(Describe any challenges/problems, progress made toward goals, special projects, new experiences that added to your personal/professional growth and/or how your intern activities related to your learning in the BS-IHS program.)

Total Hours Worked (for this time period): ______
Accumulated Hours (up to this point in internship): ______

(student’s signature) ____________________________ (date) ________________

(supervisor’s signature) ____________________________ (date) ________________
**APPENDIX III**

**Western Michigan University**

**Bachelor of Science in Interdisciplinary Health Services**

**Student Evaluation**

Student: __________________________
Supervisor: _________________________
Site Name: __________________________________
________________________________
________________________________
________________________________

Date: ___________ Midterm _____ or Final _____ Supervisor _____ or Self _____

Please evaluate the student for each competency by circling the number that corresponds with his or her present ability. "Developing performance" means that the student is working on the competency and his or her performance is acceptable as a student who is learning the ropes. "Entry level performance" refers to the student being ready to meet the demands of the workforce in that area. Please use the non applicable category as appropriate.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Unsatisfactory performance</th>
<th>Developing performance</th>
<th>Entry level performance</th>
<th>Not applicable to setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ethical and Professional Conduct: Acts ethically within professional norms in his or her interaction with clients and coworkers.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Communication: Communicates effectively orally and in writing; appropriate to the task and the audience.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Problem Solving: Critically analyzes problems and then works through an effective problem solving process.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Ability to Work with Others: a. Listens and demonstrates respect toward the input of others b. Takes a leadership role when appropriate.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Use of Information Technology: Accesses, analyzes, and interprets information using current technologies appropriate to the task.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Application of System Knowledge to Daily Work within the System: Uses a working knowledge of the placement setting and its role in local health and human services to inform daily work practices and administrative tasks (information management, fundraising, teamwork, etc.) as appropriate to the internship.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. Application of Knowledge Regarding the Needs of Underserved and Disadvantaged Populations, Diversity: Uses knowledge regarding cultural, economic, and social differences to inform daily work practices as appropriate to the internship.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. Application of Knowledge of Legal and Safety Issues: Uses knowledge about legal and safety issues within the internship setting to act in accordance with those issues in his or her daily work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Competency</td>
<td>Unsatisfactory performance</td>
<td>Developing performance</td>
<td>Entry level performance</td>
<td>Not applicable to setting</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
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<td>------------------------</td>
<td>-------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>9. Advocacy: applies knowledge of public and health policy to advocate for clients as appropriate in the internship setting.</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6</td>
<td>n/a</td>
</tr>
<tr>
<td>10. Willingness to Perform Assigned Duties and Initiative:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Performs duties as assigned</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6</td>
<td>n/a</td>
</tr>
<tr>
<td>b. Asks questions as needed</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6</td>
<td></td>
</tr>
<tr>
<td>c. Takes initiative when appropriate,</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6</td>
<td></td>
</tr>
<tr>
<td>11. Supervisor’s Individual Competency Write Below</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6</td>
<td>n/a</td>
</tr>
<tr>
<td>12. (Student Goal from Learning Contract-write below)</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6</td>
<td>n/a</td>
</tr>
<tr>
<td>13. (Student Goal from Learning Contract-write below)</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Please respond to the following statements about the student’s behavior and appearance:

1. Student has been inappropriate in appearance in the professional setting.
   More than once _____ Once, but rectified problem _____ Never _____

2. Student has had problems with absences and/or tardiness.
   More than once _____ Once, but rectified problem _____ Never _____

Please comment on this student’s particular strengths and needed areas for improvement:

Strengths:

Areas for improvement:

Please use the space below for any additional comment and/or to describe any special projects that this student is doing.

(student’s signature) __________________________  (date) __________________________

(supervisor’s signature) __________________________  (date) __________________________
APPENDIX IV

PROGRAM AND INTERNSHIP EVALUATION FORM

Please rate each statement on a scale of 1 to 5:
1 – Strongly disagree
2 – Disagree
3 – Neither agree nor disagree
4 – Agree
5 – Strongly agree

INTERNSHIP SITE/LOCATION: _________________________________

SEMESTER/YEAR: _______________________

Supervisor: Please evaluate your supervisor.

_______ 1. My supervisor treated me with respect.
_______ 2. My supervisor used constructive criticism to help me learn.
_______ 3. My supervisor allowed me to develop my problem solving abilities.
_______ 4. My supervisor gave clear and concise explanations and directions.
_______ 5. My supervisor challenged me appropriately in this internship.
_______ 6. My supervisor made sure I received adequate supervision.
_______ 7. My supervisor attempted to ensure that the stated objectives for the internship were met.
_______ 8. My supervisor demonstrated a particular interest in teaching.

Internship: Please evaluate the work experience.

_______ 9. The internship contributed significantly to my professional growth.
_______ 10. The internship has helped me apply the knowledge and skills I learned in the program.
_______ 11. The internship provided a variety of work experiences.
_______ 12. The internship was a challenging, quality experience.

13. The strengths of this internship are:

14. The weaknesses of this internship are:

15. I would recommend this internship to a future student. □ Yes  □ No  Why or why not?
**Program Evaluation**: Please evaluate the IHS program.

_______ 16. The program courses prepared me for working in health and human services.
_______ 17. I have a clear idea of what I can do with this degree.
_______ 18. The core courses worked well together and added to my knowledge base.
_______ 19. My advisor was available for help when needed.
_______ 20. The Internship Coordinator was available for help when needed.

21. The strengths of this program are:

22. The weaknesses of this program are: