

INTERDISCIPLINARY HEALTH SERVICES

2018-2019

Student Handbook



Western Michigan University

College of Health and Human Services

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INTERDISCIPLINARY HEALTH SERVICES 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 Academy of Medicine 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 working 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, 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 choose appropriate courses to focus their studies in a number of ways.

These include: www.wmich.edu/healthservices

- a. The General Program: This option can be paired with a minor or student developed concentration to focus the program more clearly on student goals.
- b. The Clinical Practice in Health Track: This option is specifically designed for those who **have an associate's degree** in a clinical area and are licensed in that area following a discipline approved licensing exam.
- c. The Pre-Physician Assistant Track: A preparatory program that prepares students to apply to PA graduate programs by including common prerequisites (the prerequisites offered are those required by WMU's program. They are similar to other PA programs but not identical).
- d. The Pre-Audiology Track: A preparatory program that prepares students to apply to Audiology doctoral programs by including common prerequisites (these prerequisites are based on WMU's AuD program. They are similar to other AuD programs but not identical).
- e. The Pre-Blindness and Low Vision Studies Track: A preparatory program that prepares students to apply to two of WMU's Blindness and Low Vision Studies programs. (Orientation and Mobility for Adults or Vision Rehabilitation) by including required prerequisites, (these prerequisites are similar to other programs but not identical).
- f. The Pre-Occupational Therapy Track: A preparatory program that prepares students to apply to Occupational therapy graduate program by including common prerequisites (these are the prerequisites for WMU's program. They are similar to other OT programs but not identical).

The Pre-Audiology track, and the Blindness and Low Vision track can lead a student to **accelerated degree programs** in those areas. These programs are collaborations between the School of Interdisciplinary Health Programs and the respective graduate department, **so some of the undergraduate course requirements are different from the general BS-IHS program**. Within these programs, some courses are utilized for both a BS-IHS degree and a graduate degree. Students

must be accepted into the accelerated degree (for Audiology and Blindness and Low Vision studies programs) through the respective program before taking the courses that apply to both degrees.

Acceptance into these advanced programs is not automatic, and if students are not accepted into the graduate program as undergraduates, they must meet with their advisors to pursue a minor or concentration in their senior year.

For more information on these Pre-Programs, see the IHS Academic Minors and Concentrations section starting on page 9.

The Structure of the BS-IHS Programs

The BS-IHS has four parts: (www.wmich.edu/healthservices/academics/).

1. **The pre-professional sequence and general education requirements** embraces a broad spectrum of natural, behavioral and social sciences as well as arts and humanities, providing students with the knowledge necessary to understand the determinants of health and social wellness.
2. The **IHS professional core** provides for a more in-depth study of the organization and delivery of health services, safety practices, health disparities, diversity in delivering services, and health policy. The professional core also provides a focus on the core competencies needed across health services disciplines, which include delivering patient and family centered care, working in interdisciplinary teams, evidence-based practice, health literacy practices, quality improvement, informatics, and ethical decision-making.
3. A **capstone course** combines skills obtained throughout the program to be used in an internship placement, a professional project, or a research project.
4. **Specialized knowledge** is obtained through a minor, a concentration, or a specialized track within the student's chosen health discipline.

PROGRAM COMPETENCIES & CURRICULUM MAP

The IHS program has 11 exit competencies (see below), which will prepare students for new roles and responsibilities in health and human services.

There are three courses in the IHS Curriculum in addition to those listed below. These are three Capstone Courses, HSV 4900, HSV 4895 and HSV 4890, and are usually the final courses taken in the curriculum. Which Capstone Course students take depends on their level of experience in health care. Core competencies introduced, emphasized, and reinforced during the Capstone will vary based on the Capstone course taken and the type of work completed during the Course. For more information about Capstone Courses, please see the "Capstone Process" section on page 19.

The Curriculum Map on the next page explains what competencies are covered in each course.

Core Competencies Key: I= Introduced E=Emphasized R=Reinforced	HSV 3650	HSV 3700	HSV 3900	HSV 4100	HSV 4200	HSV 4400	HSV 4780	HSV 4800	HSV 4860	HSV 4880	HOL 4700	PHL 3340
Learning Competency #1 <i>Demonstrates knowledge of the structure and function of health delivery systems across the continuum of care:</i> Recognizes the basic structure of the system and disparities in access and services based on economic, political and social factors.		E		R				R	R			
Learning Competency #2 <i>Provides patient and family centered care:</i> Recognizes, listens to, and respects patients' experiences of illness, their preferences, and expressed needs; shares decision making with patients and their designated support systems.			I					R		E	E	
Learning Competency #3 <i>Applies interdisciplinary team skills to decision making:</i> 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.			I	R				E				
Learning Competency #4 <i>Uses research skills to develop evidence-based plans:</i> Formulates practice questions and uses search skills and quality recognition skills to develop an evidence-based plan.	I		I		E				R			
Learning Competency #5 <i>Measures and plans improvement in health care quality:</i> Examines the structure, process and outcomes of care, implementing safety design principles and quality assurance methods to improve health services.			I					E	R	R		
Learning Competency #6 <i>Uses clear and effective oral and written communication skills.</i>	E	I			E	E	E	R	E	E	E	R
Learning Competency #7 <i>Designs health literacy communications:</i> Recognizes low health literacy, adjusts complex concepts to write and speak in plain language. Uses teach-back methods to assess communication.			I						E	R		
Learning Competency #8 <i>Uses critical thinking to solve problems and make decisions:</i> Examines and weighs options for accuracy, quality, and perspective and allows this examination to inform decisions.	I		I	R	E	E	E	R	R	R		R
Learning Competency #9 <i>Makes ethical decisions, while acting in ethical ways:</i> Uses ethical decision-making processes, and a code of ethics to solve ethical dilemmas.		I		E		R	R	R	R	R		E

Core Competencies Key: I= Introduced E=Emphasized R=Reinforced	HSV 3650	HSV 3700	HSV 3900	HSV 4100	HSV 4200	HSV 4400	HSV 4780	HSV 4800	HSV 4860	HSV 4880	HOL 4700	PHL 3340
Learning Competency #10 <i>Uses technological tools and informatics systems: Accesses, analyzes, documents, and interprets information using current technologies appropriate to the task.</i>	I	I	I		E		R	R	R			
Learning Competency #11 <i>Uses health policy and law in planning and practice: Critically reads, analyzes, and understands the effects of current U.S. policy in health and human services on practice and the community at large. Uses this knowledge to advocate for clientele and health service needs as appropriate.</i>				E	R		E	R	R			
Learning Competency #12 <i>Uses knowledge about diversity, health disparities, health inequalities and cultural humility to inform work in health.</i>		I				E						

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, or academic minor. Failure to meet with the advisor on a regular basis may result in difficulty in completing the program in a timely manner.

STUDENTS WITH LEGAL VIOLATIONS

IHS students should be aware that many positions in healthcare typically require background checks before hire including; doctors, nurses, occupational and physical therapists, and other positions involved in direct patient care. Any violation (including Minor in Possession or “MIP”) detailed on a background check will prevent many, if not most healthcare organizations, from hiring a person in a clinical position. A person with a violation will not be hired by VA hospitals. Other healthcare organizations may also refuse to hire those with records for administrative positions including those handling confidential medical information and money. IHS students who have a violation on their record will also find that many healthcare settings will not consider them as an intern.

For the above reasons, students with any violations should contact the Internship Coordinator or Program Coordinator to discuss their career and internship options as early in their program as possible.

ADMISSION REQUIREMENTS

BS-IHS General Program, Clinical Practice in Health Focus, and Pre-Clinical Tracks*

Students are admitted into the General, Clinical Practice in Health Focus, or the Pre-Clinical Tracks in consultation with their advisor under the following conditions:

- A minimum of 30 academic credits
- Completion of the pre-professional requirements with a cumulative grade point average of 2.5 (these requirements are generally fulfilled by those with a clinical associate's degree program).
- Please contact your advisor for official admission into the program after completing the pre-professional requirements.

*Pre-Clinical Tracks prepare bachelor level students for attending standard graduate school programs as well as the accelerated graduate degree programs listed below.

Accelerated Graduate Degree Programs

Admittance to any BS-IHS accelerated degree program **requires acceptance into that graduate program also.** This usually occurs during the junior year, although students may apply to the Occupational Therapy 4+1 program earlier. All 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 programs below require a separate application and are competitive:

- Audiology: www.wmich.edu/speech-audiology/academics/grad/accelerated
- Occupational Therapy (4+1): Students 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. www.wmich.edu/healthservices/academics/bs-ot **Please note: The 4+1 program is being phased out. The last application period will be in the fall of 2019 to start in spring 2020.**
- Orientation and Mobility: (Blindness and Low Vision Studies)
www.wmich.edu/visionstudies/academics/accelerated
- Visual Rehabilitation: (Blindness and Low Vision Studies)
www.wmich.edu/visionstudies/academics/accelerated

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. Please see website links within each of the respective curriculums on the following pages.

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 (4 credits)
- BIOS 2400: Human Physiology (4 credits)
- HSV 2250: Growth, Development, and Aging (3 credits)
- MDSC 2010: Medical Terminology (1 credit)

IHS Professional Core:

Students must complete all the courses in the IHS Professional Core

- HOL 4700: Relationship-Centered Skills (3 credits)
- HSV 3650: Information Literacy in the Health Sciences OR Proficiency Exam (this class or exam is required as a prerequisite for HSV 4780 and HSV 4200) (2 credits)
- HSV 3700: The Health System and Its Environment **Prerequisite for many courses** (3 credits)
- HSV 3900: Core Competencies and Contemporary Issues in Health Services (3 credits)
- HSV 4100: Legal Issues in Health and Human Services (3 credits)
- HSV 4200: Health and Human Services Research and Statistics (3 credits)
- HSV 4400: Diversity and Inclusion in Health and Human Services (3 credits)
- HSV 4780: U.S. Policy in Health and Human Services (3 credits)
- HSV 4800: Health Services Practice Management (3 credits)
- HSV 4860: Health Literacy Practices (3 credits)
- HSV 4880: Psychosocial Issues in Health and Human Services (3 credits)

Ethics (one of the following)

- PHIL 2010: Introduction to Ethics (4 credits)
- PHIL 3340: Biomedical Ethics (4 credits)

IHS ACADEMIC MINORS & STUDENT DESIGNED CONCENTRATION

The Professional Core will be complemented by specialized knowledge in a student developed concentration or academic minor.

Academic Minors

Many minors are available to students. Minors should be chosen carefully based on future career plans. The minors marked with an * are tied to specific roles in health care. Below are some examples:

- Addiction Studies (can lead to a national certification)*
<http://www.wmich.edu/addictionstudies/academics/undergrad/>
- Communications
- Gerontology
- Health Informatics and Information Management (HIIM)*
<http://www.wmich.edu/healthinformatics>

- Integrative Holistic Health and Wellness
<http://www.wmich.edu/holistic/academics/undergrad>
- Management*
- Nonprofit Leadership (can lead to a national certification)*
- Peace Corps Health Prep Minor*
- Psychology
- Spanish
- Speech and Hearing Processes*

Student Designed Concentrations

If the available academic minors do not adequately meet a student's career interests, a student may choose to create a more personalized concentration area that fulfills this purpose. Students who elect a concentration 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 nine of which must be from 3000-, 4000-, or 5000-level course work. All plans must be pre-approved by an advisor.

CLINICAL PRACTICE IN HEALTH & PRE-CLINICAL TRACKS

BS-IHS – Clinical Practice in Health Track

The Clinical Practice in Health Track optimizes the clinical training that students who are licensed, certified or registered in an allied health profession have already 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 two courses in the program: HSV 3100 & HSV 3200.

THE CLINICAL PRACTICE IN HEALTH 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 (4 credits)
- BIOS 2400: Human Physiology (4 credits)
- HSV 2250: Growth, Development, and Aging (3 credits)
- MDSC 2010: Medical Terminology (1 credit)

IHS Professional Core:

Students must complete all the courses in the IHS Professional Core

- HOL 4700: Relationship-Centered Skills (3 credits)
- HSV 3650: Information Literacy in the Health Sciences OR Proficiency Exam (this class or exam is required as a prerequisite for HSV 4780) (2 credits)
- HSV 3700: The Health System and Its Environment **Prerequisite for many courses** (3 credits)
- HSV 3900: Core Competencies and Contemporary Issues in Health Services (3 credits)
- HSV 4100: Legal Issues in Health and Human Services (3 credits)
- HSV 4200: Health and Human Services Research and Statistics (3 credits)
- HSV 4400: Diversity and Inclusion in Health and Human Services (3 credits)
- HSV 4780: U.S. Policy in Health and Human Services (3 credits)
- HSV 4800: Health Services Practice Management (3 credits)
- HSV 4860: Health Literacy Practices (3 credits)
- HSV 4880: Psychosocial Issues in Health and Human Services (3 credits)

Ethics (one of the following)

- PHIL 2010: Introduction to Ethics (4 credits)
- PHIL 3340: Biomedical Ethics (4 credits)

Clinical Practice Specialized Knowledge Courses:

- HSV 3100: Professional and Interpersonal Skills for Patient Centered Care (9 credits)
- HSV 3200: Clinical Practice in U.S. Health Care Delivery (9 credits)

BS-IHS –Pre-Physician Assistant Track

The Pre-Physician Assistant Track contains pre-requisites for WMU's Physician Assistant programs and most other program. However, completion of this track does not guarantee admission to the Physician Assistant Graduate program.

Pre-Professional Requirements

Students must complete all the courses in the Pre-Professional Requirements

- BIOS 1600: Biological Form and Function (3 credits)
- BIOS 1610: Molecular and Cellular Biology (4 credits)
- BIOS 1620: Ecology and Evolution (4 credits)
- BIOS 2110: Human Anatomy* (4 credit)
- CHEM 1100/1110: General Chemistry with lab (3 credit course and 1 credit lab)
- HSV 2250: Growth, Development and Aging* (3 credits)
- MDSC 2010: Medical Terminology (1 credit)

*Denotes prerequisites to WMU PA program

IHS Professional Core Requirements

Students must complete all courses in the IHS Professional Core Requirements:

- HOL 4700: Relationship-Centered Skills (3 credits)
- HSV 3700: The Health System and Its Environment (3 credits)
- HSV 3900: Core Competencies and Contemporary Issues in Health Services (3 credits)
- HSV 4100: Legal Issues in Health and Human Services (3 credits)
- HSV 4200: Health and Human Services Research and Statistics (3 credits)
- HSV 4400: Diversity and Inclusion in Health and Human Services (3 credits)
- HSV 4800: Health Services Practice Management (3 credits)
- HSV 4860: Health Literacy Practices (3 credits)
- HSV 4880: Psychosocial Issues in Health and Human Services (3 credits)

Ethics (one of the following)

- PHIL 2010: Introduction to Ethics (4 credits)
- PHIL 3340: Biomedical Ethics (4 credits)

Capstone Courses (one of the following)

Students must complete one of the following courses:

- HSV 4890: Health and Human Services Independent Research (3 credits)
(Restricted to certified or licensed health professionals)
- HSV 4895: Capstone Project in Health Services (3 credits)
(Restricted to students working in healthcare)

- HSV 4900: Health and Human Services Internship (4 credits)
(A patient contact, paid internship is recommended for any student pursuing this track who has not acquired at least 1000 hours of patient care that is needed for application to the PA program).

Pre-Physician Assistant Specialized Knowledge Courses

- BIOS 2500: General Genetics (4 credits)
- BIOS 2320: Microbiology and Infectious Diseases* (4 credits) or BIOS 3120 Microbiology* (5 credits)
- BIOS 3500: Human Physiology for Majors* (5 credits)
- CHEM 1120/1130: General Chemistry II with lab (3 credits for course and 1 credit lab)
- CHEM 3700/3710: Introduction to Organic Chemistry with lab (3 credits for course and 1 credit lab)
- CHEM 3550/3560: Introductory Biochemistry* with lab (3 credits for course and 1 credit lab)
- MDSC 4390: Pharmacology for Health Professionals (3 credits)
- MDSC 4450: Pathophysiology (3 credits)
- STAT 2600 Elementary Statistics* (4 credits) or STAT 3660: Introduction to Statistics* (4 credits)
- Denotes prerequisites to WMU PA program

To access the pre-Physician Assistant curriculum electronically, please go to:

<http://www.wmich.edu/healthservices/academics/bs-pa>

Pre-Audiology Track

Students pursuing the BS-IHS who are interested in applying to the Doctorate of Audiology (AuD) may take a set of courses through the Department of Speech, Language, and Hearing Sciences in preparation for that program. Once they have completed the BS-IHS Professional Core courses in their junior year, they can apply for the accelerated degree program. If accepted into the graduate program through the Department of Speech, Language, and Hearing Sciences, their final 12 credits of the BS-IHS will also be applied to the Doctorate of Audiology (AuD) graduate degree. If not accepted, students must meet with their advisor to plan for completion of the BS-IHS degree including a capstone course.

Admission to the undergraduate track does not guarantee admission to the doctorate program either as an accelerated degree student or as a regular graduate student.

Pre-Professional Requirements

- BIOS 1120: Principles of Biology (3 credits)
- BIOS 2110: Human Anatomy (4 credits)
- BIOS 2400: Human Physiology (4 credits)
- ENGL 1050: Thought and Writing (4 credits)
- HSV 2250: Growth, Development, and Aging (3 credits)
- LANG 2500: The Nature of Language (4 credits)
- MDSC 2010: Medical Terminology (1 credit)

- PHYS 1070/1080: Elementary Physics with lab (4 credits for course and 1 credit lab)
- PSY 1000: General Psychology (3 credits)
- SPPA 2000: Introduction to Communication Disorders and Sciences (3 credits)
- STAT 1600: Statistics and Data Analysis (3 credits)

Professional Core Requirements

- HOL 4700: Relationship-Centered Skills (3 credits)
- HSV 3650: Information Literacy in the Health Sciences or [Proficiency Exam](#) (this class or exam is required as a prerequisite for HSV 4780) (2 credits)
- HSV 3700: The Health System and Its Environment (3 credits) (formerly HSV 4810)
- HSV 3900: Core Competencies and Contemporary Issues in Health and Health Care (3 credits) (formerly HSV 4850)
- HSV 4100: Legal Issues in Health and Human Services (3 credits)
- HSV 4200: Health and Human Services Research and Statistics (3 credits)
- HSV 4400: Diversity and Inclusion in Health Services (3 credits)
- HSV 4780: U.S. Policy in Health and Human Services (3 credits)
- HSV 4800: Health Services Practice Management (3 credits)
- HSV 4860: Health Literacy Practices (3 credits)
- HSV 4880: Psychosocial Issues in Health and Human Services (3 credits)

Ethics (one of the following)

- PHIL 2010: Introduction to Ethics (4 credits)
- PHIL 3340: Biomedical Ethics (4 credits)

Audiology Specialized Knowledge

- SIGN 1010: American Sign Language I (3 credits)
- SPPA 2030: Normal Language Acquisition (3 credits)
- SPPA 2060: Hearing Science (3 credits)
- SPPA 2080: Introduction to Audiology (3 credits)
- SPPA 4000: Clinical Practicum (2 credits)
- SPPA 4010: Clinical Practicum II (2 credits)
- SPPA 4560: Rehabilitation Audiology (3 credits)
- SPPA 5800: Psychoacoustics (3 credits)

A student who has been admitted into the Accelerated Degree –Doctorate of Audiology (AuD) will take the following 12 credits during their senior year and apply the credits to both their undergraduate and graduate programs.

- SPPA 5801: Pediatric Audiology (3 credits)
- SPPA 6030: Anatomy of Audition and Balance (2 credits)
- SPPA 6210: Diagnostic Audiology I (4 credits)
- SPPA 6220: Hearing Aids (3 credits)

To access the Pre-Audiology Track curriculum electronically, please go to:

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

Pre-Blindness and Low Vision Studies Track

Students pursuing the BS-IHS who are interested in applying to the Master of Arts in Orientation and Mobility for Adults or Master of Arts in Vision Rehabilitation Therapy may take a set of courses in preparation for those programs. Once they have completed the BS-IHS Professional Core courses in their junior year, they can apply for the accelerated degree program of their choice. If accepted into the graduate program through the Department of Blindness and Low Vision studies, their final 12 credits of the BS-IHS will also be applied to the respective program, otherwise students will take an additional 12 credit hours toward a minor or an advisor approved concentration.

Although all classes are the same for the Master of Arts in Orientation and Mobility Services and the Master of Arts in Vision Rehabilitation Therapy, these are two separate master's degrees. Please refer to the individual programs for specific information.

Pre-Professional Requirements

- BIOS 1120: Principles of Biology (3 credits)
- BIOS 2110: Human Anatomy (4 credits)
- BIOS 2400: Human Physiology (4 credits)
- BLS 3050: Introduction to Adults with Disabilities (3 credits)
- HSV 2250: Growth, Development, and Aging (3 credits)
- MDSC 2010: Medical Terminology (1 credit)

Professional Core Requirements

- HOL 4700: Relationship-Centered Skills (3 credits)
- HSV 3650: Information Literacy in the Health Sciences or [Proficiency Exam](#) (this class or exam is required as a prerequisite for HSV 4780) (2 credits)
- HSV 3700: The Health System and Its Environment (3 credits) (formerly HSV 4810)
- HSV 3900: Core Competencies and Contemporary Issues in Health and Health care (3 credits) (formerly HSV 4850)
- HSV 4100: Legal Issues in Health and Human Services (3 credits)
- HSV 4200: Health and Human Services Research and Statistics (3 credits)
- HSV 4400: Diversity and Inclusion in Health Services (3 credits)
- HSV 4780: U.S. Policy in Health and Human Services (3 credits)
- HSV 4800: Health Services Practice Management (3 credits)
- HSV 4860: Health Literacy Practices (3 credits)
- HSV 4880: Psychosocial Issues in Health and Human Services (3 credits)

Ethics (one of the following)

- PHIL 2010: Introduction to Ethics (4 credits)
- PHIL 3340: Biomedical Ethics (4 credits)

Capstone Courses (one of the following):

Students must complete one of the following courses:

- HSV 4890: Health and Human Services Independent Research (3 credits) (restricted to certified or licensed health professionals)
- HSV 4895: Capstone Project in Health Services (3 credits)

(restricted to students working in healthcare)

- HSV 4900: Health and Human Services Internship (4 credits)

A student admitted into one of the Blindness and Low Vision Studies accelerated degree programs will take the following 12 credits during their senior year and apply the credits to both their undergraduate and graduate programs:

(12 credits selected from the following courses)

- BLS 5770: Services for Persons Who Are Blind or Have Other Disabilities (1-2 credits)
- BLS 5880: Psychosocial Aspects of Disability (2 credits)
- BLS 5890: Medical and Functional Aspects of Disability (2 credits)
- BLS 5900: Physiology and Function of the Eye (2 credits)
- BLS 5970: Principles of Low Vision (2 credits)
- BLS 6020: Gerontology in Orientation and Mobility & Rehabilitation Teaching (2 credits)

To access the Pre-Blindness and Low Vision Studies Track curriculum please go to:

- 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>

Pre-Occupational Therapy Track

Students pursuing the BS-IHS who are interested in applying to the Master of Sciences in Occupational Therapy program may take a set of courses in preparation for that program. Once they have completed the BS-IHS pre-professional requirement courses, they can apply for the 4+1 program. Students must apply and be admitted to the Occupational Therapy program, however, students are not guaranteed acceptance. **Please note: The 4+1 program is being phased out. The last application period will be in the fall of 2019 to start in Spring 2020.**

If accepted into the graduate program through the Department of Occupational Therapy students can apply the Occupational Therapy set of specialized knowledge courses to the 4+1 program.

Students who are not accepted into the 4+1 program must meet with their advisors to plan for the completion of their BS-IHS degree. **This plan must include a capstone course.**

Pre-Professional Requirements

- BIOS 1120: Principles of Biology (3 credits)
- BIOS 2110: Human Anatomy (4 credits) or OT 2000: Human Functional Anatomy (3 credits) & OT 2010: Human Functional Anatomy Lab (1 credit)
- BIOS 2400: Human Physiology (4 credits)
- ENGL 1050: Thought and Writing (4 credits)
- HSV 2250: Growth, Development and Aging (3 credits)
- OT 2020: Orientation to Occupational Therapy (3 credits)
- PSY 1000: General Psychology (3 credits)
- PSY 2500: Abnormal Psychology (3 credits)

Professional Core Requirements

- PHIL 3340: Biomedical Ethics (4 credits)
- HSV 3650: Information Literacy in the Health Sciences or [Proficiency Exam](#) (this class or exam is required as a prerequisite for HSV 4780) (2 credits)
- HSV 3700: The Health Systems and Their Environments (3 credits)
- HSV 4100: Legal Issues in Health and Human Services (3 credits)
- HSV 4400: Diversity and Inclusion in Health and Human Services (3 credits)
- HOL 4700: Relationship-Centered Skills (3 credits) or SWRK 3200: Social Work Interviewing and Assessment (3 credits)
- HSV 4780: U.S. Policy in Health and Human Services (3 credits)
- HSV 4800: Health Services Practice Management (3 credits)
- HSV 4860: Health Literacy Practices (3 credits)
- HSV 4880: Psychosocial Issues in Health and Human Services (3 credits)
- OT 4700: Functioning of the Older Adult (3 credits)

Occupational Therapy 4+1 program: A student who has been admitted into the 4+1 program through the Department of Occupational Therapy will begin 42 hours of professional occupational therapy education classes (listed below). Once these courses are completed students begin their 30 hours of graduate level courses.

- OT 3700: Occupational Therapy Process in Physical Dysfunction (3 credits)
- OT 3740: Medical Conditions in Occupational Therapy (3 credits)
- OT 3750: Applied Neurology (4 credits)
- OT 3760: Functional Assessment (3 credits)
- OT 3810: OT Practice I (3 credits)
- OT 3820: OT Practice II (3 credits)
- OT 3830: OT Practice Cases through Life Course (3 credits)
- OT 3840: OT Practice and Therapeutic Interaction Skills (3 credits)
- OT 4720: Occupational Analysis and Adaptations (3 credits)
- OT 4750: Occupational Therapy Practicum I (4 credits)
- OT 4790: Occupational Therapy in Mental Health (3 credits)
- OT 4820: Occupational Therapy Practicum II (4 credits)
- OT 5735: Cognition and Visual Perception in OT (3 credits)
- OT: Approved OT Elective (3 credits)

To access the Pre-Occupational Therapy Track curriculum please go to:

- B.S. Interdisciplinary Health Services-Occupational Therapy 4+1 track (BS-IHS-OT)
<http://www.wmich.edu/ot/academics/undergrad-grad/apply>

CAPSTONE PROCESS

Capstone Coursework

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, as well as develop 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 the next step in their careers.

Overview of Capstone Coursework:

To graduate, students must complete a capstone experience: either an **internship, capstone project** or **individual research**. A capstone experience integrates special studies with the IHS major and extends, critiques, and applies knowledge gained throughout the program. The capstone experience is typically completed in the final semester before graduation.

Health and Human Services Internship (HSV4900): Most students will complete an **internship** as their capstone experience. In this option students work in a health care organization as an intern for 200 hours and take a seminar class to accompany their experience.

Capstone Project in Health Services (HSV 4895): Students who have at least one year of paid experience in health care or in a health-related organization may opt to complete a **capstone project** instead of an internship. Students who choose this option develop, implement, and evaluate a project that is beneficial to a health care organization.

Health and Human Services Independent Research (HSV 4890): Occasionally, a student with extensive health care experience may decide that their future goals are best supported by completing an **individual research** project. In this option student development, implement, and evaluate an original research project that is beneficial to a health care organization.

Students who are accepted into the **Audiology accelerated degree program** have a clinical placement in their senior year that serves as a capstone experience.

Health and Human Services Internship (HSV 4900)

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 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.**

Students completing an IHS internship integrate and apply their knowledge and abilities, as well as hone skills in preparation for employment or graduate study in a health care or health-related organization.

In the semester prior to the internship, students meet with the internship coordinator to establish an appropriate, supervised placement to further their education and professional objectives. A minimum of 200 hours is required for internships (some internships require more). A classroom seminar accompanies the internship placement (HSV 4900).

Capstone Project in Health Services (HSV 4895)

The Capstone Project provides students an opportunity to design and complete a project in health services. This project may be selected only by students who have completed at least **one year of employment** at a health care or health-related organization. The Capstone Project is completed over one semester, typically the student's final semester of his/her undergraduate career.

The Capstone Project requires students to conceive, plan, and implement a special project in an area within the scope of interdisciplinary health services. Capstone Projects may take many different forms. Some examples are: analysis of a health informatics system, clinical review of a therapeutic intervention, implementation of community or public health services, review of ethical considerations in a specific healthcare setting, assessment of public health policy, or an educational program development.

Students will work in small groups under the supervision of an IHS Capstone Project Instructor. Enrollment in the Capstone Project course requires departmental approval from the IHS Internship Supervisor. If you have at least one year of healthcare experience and desire to take the Capstone Project course, email Dr. [Kathy Lewis Ginebaugh \(Kathy.lewis@wmich.edu\)](mailto:Kathy.Lewis@wmich.edu) for more information.

Health and Human Services Independent Research (HSV 4890)

Restricted to certified, licensed, or registered health providers, this course requires the completion of a credible research project related to a current issue in health and human services. 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 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.
4. **Completion of all required pre-requisites** prior to enrollment in any of the capstone courses. 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
5. Application to the Capstone program via the online IPT system. (See “Capstone Application Process” section below)
 6. Students must enroll in HSV 4900 (or the relevant alternative capstone seminar), and attend the seminar concurrent with internship, project or research work.
 7. Students engaged in an internship must give evidence of having health insurance at the time of course enrollment.
 8. Liability insurance coverage will be provided by the University through a fee assessed at the time of enrollment in HSV 4900.
 9. 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 placement outside their usual employment.

Capstone Application Process

Western Michigan University's School of Interdisciplinary Health Services (IHS) is now using a web-based data management system called Intern Placement Tracking (IPT) as a means to track all students in field placement. The System is used by prospective Capstone students starting with completing applications through submitting final evaluations.

IPT allows all internship team members (IHS Internship Coordinator, IHS HSV 4900 Instructors, Site Supervisors, Interns, and IHS Graduate Assistant) to: 1) complete the initial application for

Capstone course admittance, 2) complete internship tracking and documentation electronically, 3) communicate more easily with each other, and 4) make the overall internship process easier and more efficient.

The Student Intern IPT Handbook contains detailed information for use of the IPT System throughout the Capstone Course. This handbook is provided electronically to Capstone Students just prior to the start of their Capstone Coursework.

Application to the internship/capstone program includes:

1. Submission of the following items via the online IPT Application:

- **IHS Application:** IHS Internship Application is found on the program website at <http://www.wmich.edu/healthservices/academics/internships>
 - **Student's Resume:** Attached electronically to the online application via instructions below.
 - **Unofficial Transcripts:** Attached electronically to the online application via instructions below.
 - **DETAILED INSTRUCTIONS FOR HOW TO USE THE IPT SYSTEM FOR APPLYING TO CAPSTONE COURSES IS FOUND BELOW.**
2. Students pursuing an internship should review the listing of internship sites on the BS-IHS website <http://www.wmich.edu/healthservices/academics/internships/descriptions> and mention any placements that they are interested in on their application.
3. Students pursuing alternative capstones should review the requirements for HSV 4890 and HSV 4895 and state which alternative they are pursuing.
4. After the application is received, the student must meet with the Internship Coordinator or HIS Graduate Assistant to confirm appropriate Capstone Course and/or receive Internship site recommendations. (See "Internship Placement Process" section below).

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.

Capstone Seminar	Application Deadline
Fall	Nov. 1
Spring	April 1
Summer	May 1

IHS Internship/Capstone Project Application Instructions

Please read all instructions first before beginning your application!

Section 1: Creating an Account With IPT

Use the link provided on the IHS Webpage to access IPT or you may type this link into your browser:

<https://www.alceasoftware.com/web2/login.php?site=wmuchhs&apply=235>

- **Note: This link is only used for setting up your account and completing your application. Once your application is completed, signed, and accepted by the Internship coordinator, you will use www.runipt.com to log into your IPT account.**
- You will be prompted to **Create a New Account** with IPT.

- In order to create an account, you will be asked to input your name, WMU email address, and create a password.
- **You MUST use your WMU email address.**
- It is recommended that you record your password in a safe place in case you forget it.
- Once you have created an account, you will see a link that says: *Application for Internship (HSV 4900) OR Capstone Project (HSV 4895)*
- Click on **View / Edit** and you will be taken to the Application form.

Section 2: Filling Out the Application

- Fill in all sections of the application form.
- You have the option to save your work, as many times as you would like in order to complete the application so it does not need to be done all at once.
- You may log in and out of the system as many times as is necessary in order to complete the application.
- Be sure to **SAVE** your work each time! You must click on **SAVE** or your work will NOT be saved.
- You will be required to attach your resume and WMU transcripts to the Application; unofficial transcripts are acceptable.

Section 3: Directions to Download your Unofficial WMU Transcripts

- **These instructions work with your Google Chrome Browser!**
- Your Unofficial WMU Transcripts can be found through **GoWMU**, under *Academic Services/Student Academic Services*.
- You need to choose “Unofficial Student Transcript”.
- In the drop-down menu choose “Undergraduate or All Levels” and “Web Transcript” and click “Submit”.
- Right click on the page of your unofficial transcripts and choose “Print”.
- In the print dialogue box, look for “Destination” and click on “Change”.
- Choose “Save as PDF” and “Save”.
- Choose the destination to save the document. Your desktop is the recommended destination, as it will be easy to find when you are ready to upload it to your application.

Section 4: Uploading Transcripts, Resume and Signing the Application

- **You will need to save your resume and transcripts onto your computer before you can upload and attach them to your application.**
- There is a paper and pencil icon on the bottom of the application page. This is the link you will use to attach your resume and transcripts. When you click the link, you will be able to choose **Browse** to locate the document you wish to upload and attach to your application. You need to attach your transcripts and resume separately through the provided links.
- Once you have completely filled out your application and attached your resume and transcripts, you must electronically sign it. When you choose “**Click to Sign Completed Document**”, a text box will appear. Type in your name to sign the document and choose “**Submit Signature**”.

- You will not be allowed to sign the application until all required fields are filled in.
- **Once the application is signed, you will not be able to make any further changes to your application.**
- Within two weeks of submitting your application, you will receive an email from the IHS department informing you that your application has been received and if additional information is needed. If you do not receive an email, please notify the Internship GA at ihs-ga1@wmich.edu.
- **Early in the semester prior to your Capstone Course, you will receive notification about setting up a REQUIRED meeting with the Internship Coordinator and/or the Internship Coordination Graduate Assistant.**

Section 5: Logging Back in to IPT

- If you are logging back into IPT to work on your application, you should use the original link you used to set up your account and access the application:

<https://www.alceasoftware.com/web2/login.php?site=wmuchhs&apply=235>

- Once you have received an email confirmation that your application has been accepted by the Internship Coordinator, **you will use www.runipt.com to log into your IPT account.**
- If you use the www.runipt.com link, you will need to enter the WMU Organization ID. If you use the other link, you will only need your **Username** and **Password**.
- **THE WMU ORGANIZATION ID IS: [wmuchhs](http://www.runipt.com).** (case sensitive!)
- Your **Username** is your WMU email address.
- You will need to enter your **Password**.
- All login information is UPPER/lower case sensitive.
- If you forget your **Password**, you may click on “**Reset Password**” and the system will send you a temporary password that you may use to create a new password.
- If you have any questions, please contact the IHS Graduate Assistant at ihs-ga1@wmich.edu.

INTERNSHIP PROCESS 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. The interview will be with the IHS Internship Coordinator and or IHS Internship Graduate Assistant (GA) 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 or GA 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/GA:**
 - The Internship Coordinator will discuss student readiness/preparedness for internship, future professional and academic plans, and potential internship placements.
 - The Internship Coordinator will provide students with internship site suggestions and leads. Sites will be listed on the Student's IPT Student Detail page. Students will be able to click on the site links to get site placement and contact information.
 - Only after meeting with the IHS Coordinator/GA, a student may elect to find his/her own internship placement at a health-related venue/agency/organization. The site **must** be approved by the Internship Coordinator/GA prior to accepting an internship. **All placements also must have a written agreement with WMU (an affiliation agreement) this can take some time and therefore this option should be pursued as soon as possible.**
 - **It is the student's responsibility to actively seek and secure an internship site.**
 - 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. This may be provided on the IPT Student Detail page or the student may need to find this information themselves.
 - 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, including physicals, TB tests, drug screen, and background checks. Be aware that the student is typically responsible for the cost of these requirements.
 - 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 Internship Placement Process Information sheet as to the status of their internship placement.
 - Students must also register for the appropriate Capstone Course, most often, HSV 4900.

Internship Placement Timeline

Spring Internship Timeline
IHS Internship Interview Appointments Begin – End of September
Confirmed IHS Internship Placement By – December 1

Fall & Summer Internship Timeline
IHS Internship Interview Appointments Begin – End of January
Confirmed Summer IHS Internship Placement By – April 1
Confirmed Fall IHS Internship Placement - By August 1

Internship Requirements

- **The internship requires 200-240 hours of work in a health-related venue/agency or 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), an **IPT Learning Contract** that incorporates the Internship Learning Goals and Internship Duties. The Contract will also contain the work schedule developed by the Site Supervisor and the Intern as well as any pre-approved time off. This form will be sent to the Student and Site Supervisor via the electronic IPT system. Once completed and electronically signed by both Intern and Site Supervisor, it will automatically be sent electronically to the Intern's HSV 4900 Instructor for approval and signature. Due dates for the Contract will be given upon release.
- Students are also required to keep a monthly electronic work log. The **Monthly Internship Work Log and Reflection** (Work Log) form is released to Students the week prior to the First of each month. It is filled out in its entirety by the Student and signed electronically; it will then automatically be sent for review and signature first by the Site Supervisor and then by the HSV Instructor.
- The student and their site supervisor(s) will participate in and complete an electronic IPT **mid-placement interview and evaluation** of their progress. 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 and complete an electronic **final interview and IPT evaluation** of progress and performance. The student's seminar instructor may also attend this interview at the request of either the student or the site supervisor.
- Using the **Program and Internship Evaluation Form** (Appendix I), the student will evaluate the internship experience and the IHS program at the end of the semester. **This is the only form that is NOT sent to Student's via the IPT system.** It will be made available by HSV 4900 Instructors either in paper form or via E-Learning.

Internship Team Responsibilities

Student Intern

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 monthly work logs by the specified dates via the IPT electronic system.
- Acting at all times in a professional manner. This includes, but is not limited to, the following:
 - 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.
 - Providing only those services for which you are qualified via education and/or experience and by pertinent legal regulatory process.
 - Refusing to misrepresent, either directly or indirectly, your skills, training, professional credentials, identity, or services.
 - 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.
 - 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.

Internship Site Supervisor

- 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 should 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 an electronic evaluation of the student's performance at midterm and upon completion of the experience via the IPT system. 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

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

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) via the IPT system.
- 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.

Site Supervisor 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 /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.
-

IPT INTERNSHIP DOCUMENTATION AND EVALUATION

Goals

The primary focus of IPT System documentation and evaluation process is to track the student's completion of duties/hours and 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.

IPT System Forms

There are three primary electronic forms used for internship placement tracking:

1. Internship Learning Contract
 2. Monthly Internship Work Log & Reflection
 3. Mid-Placement & Final Evaluation (both use the same form)
- **Learning Contract**: At the beginning of Internship placement, students are required to develop, in collaboration with their site supervisor(s), a **learning contract** using the IPT Learning Contract form. The Contract incorporates internship learning goals, the student's interests and needs, the agreed upon work schedule and the duties and requirements of both the placement site and the undergraduate program.
 - **Work Log and Reflection**: Each month, an Intern will log the day, time and hours worked as well as duties completed that day. At the end of each week during that month, the intern will also write a brief reflection about his/her experiences that week including what they thought, felt, and learned. The Intern must also record the number of hours worked that month as well as the total hours accrued for the internship up to that point. Hours are NOT calculated automatically and must be entered manually. Failure to do so or to do complete incorrectly may result in the form needing to be edited, re-signed and resubmitted by both the Intern and his/her Site Supervisor, which may result in forms being late and full points not received.
 - **Mid-Placement and Final Evaluation**: 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 the conclusion of the internship, the Student and the Site Supervisor will both complete an electronic review and evaluation, which summarizes the degree to which the student has met the learning objectives (and progress toward learning competencies). The student participates in this self-evaluation to gain insight into and awareness of their strengths, weaknesses and areas for improvement.
 - In general, all three forms are electronically completed, reviewed and signed by Student, Site Supervisor, and HSV Instructor by the due date indicated in the forms

list. Due dates will vary according to semester schedule date (release date) and Form type.

- Both Schedule Dates (date form was released) and Due Dates are visible on the Forms list.
- **ALL signatures must be completed by or on the due date indicated on the Forms list so Students need to plan accordingly to allow time for their Site Supervisor to sign as well as their Instructor.** Signature day and time is electronically recorded for EACH signature.
- A form is only available for completion and signature by the next User AFTER the prior User has signed. Site Supervisors will receive an email notification when the Intern has completed and signed a form and it is waiting for their review/completion/signature. Additionally, HSV Instructors will receive an email notification when both Intern and Site Supervisor have completed and signed a form and it is waiting for their review/completion/signature.
- **Students are responsible for making sure they fill out their forms correctly and entirely the first time. They are also responsible for following up with their Site Supervisors to make sure the Site Supervisor has completed and signed the form by the due date.** Depending on Instructor, class points may be deducted for forms that have to be manually unsigned by the GA, revised and then re-signed after the due date.
- **Detailed instructions on how to access and use these forms through the IPT system will be available in the IPT Student Handbook issued prior to the start of the Student's internship experience.**

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. **If you have been convicted of a felony or misdemeanor, see the "Students with Legal Violations" section earlier in this handbook.**

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> - 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 blood borne 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:

- Blood borne 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.
 - 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 and noted on the IPT Learning Contract. Following this agreement, the student is expected to abide by the agreed upon schedule as developed. 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 concerning 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 health care 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.
 - 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.
 - 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.

Personal Communication Device Policy

Students shall follow agency policies about 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 have trouble 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 safety; 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 having trouble while on internship will be given the opportunity to correct performance, unless correction would pose a risk to clients or others. 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 in writing and a copy given to the student as well as 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.

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 that 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 concerning 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 that 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 that 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.

SEXUAL MISCONDUCT POLICY

Western Michigan University encourages all members of our community to participate in the process of creating a safe, welcoming and respectful environment on campus. With the Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures, we affirm the commitment of the university and our community to the values of transparency and timely communication, and accountable and responsible behavior within an ethical, compassionate, diverse and respectful environment. The full policy and an Incident Reporting form can be found at <http://wmich.edu/sexualmisconduct>. Campus resources related to Sexual Misconduct and Safety and a copy of the WMU Sexual Misconduct and Safety Campus Resources Guide can be found at <http://www.wmich.edu/sexualmisconduct/resources>. The Policy covers all WMU students on campus and off campus when they engaged in a WMU-sponsored events or programs Sexual and gender-based harassment, sexual assault, non-consensual sexual contact; sexual exploitation, stalking, intimate partner violence and retaliation are among the prohibited behaviors at WMU. These provisions include the internship and capstone experience.

Federal law (title IX) states:

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.”

You have a right to an education free from sexual violence and harassment. If your rights are violated, you are entitled to accommodations, a thorough investigation, a timely response and protection from retaliation.

WHAT TO DO IF YOU EXPERIENCE SEXUAL MISCONDUCT

Immediately report the misconduct to your HSV 4900 instructor and the IHS internship coordinator. Under Title IX, your instructor and the coordinator are known as “responsible employees” and are obligated to report all known details of an incident to the campus Title IX Coordinator. Your IHS instructor and internship coordinator will protect your privacy but the incident must be reported.

The University is required by law to investigate and take appropriate action when a responsible employee has knowledge of an incident. A student may decide not to proceed with a criminal report and/or may elect not to participate in a University investigation, but the University may still be obligated to investigate and take necessary actions to keep other students and/or the campus community safe and free from sexual violence and discrimination.

All employees of WMU are expected to uphold a student’s privacy, meaning information is shared carefully on a strict need-to-know basis. Only a small number of employees, such as licensed counselors and medical staff providing treatment may offer confidentiality (assistance without responsibility for reporting).

INVESTIGATION PROCESS BY THE OFFICE OF INSTITUTIONAL EQUITY

A trained, neutral Title IX investigator will explain the reporting/ investigation process to a student reporting an incident. The investigator will listen and discuss temporary actions (interim measures) and available resources in response to the situation. In the investigation process, the investigator will conduct individual interviews with each person involved, including any witnesses. The student reporting a complaint and the person(s) alleged with a violation will be notified of the investigation outcome. If applicable, a person or persons may be found “responsible” for a violation of the sexual misconduct policy and this decision will be forwarded for disciplinary review to the Office of Student Conduct or Human Resources/Collective Bargaining, as appropriate. A student may also choose to work with Public Safety to file a police report and possibly pursue criminal charges while the University investigation is underway.

INTERDISCIPLINARY HEALTH SERVICES (IHS) PROGRAM ACTIONS

The primary consideration of the IHS program is that you are safe and that you will not experience any more sexual misconduct. The following actions will occur in response to an intern’s report of a misconduct allegation while on internship/capstone:

- The student will meet with their HSV 4900 and/or IHS intern coordinator to discuss the situation and explore options.
- If the student has not reported the misconduct to the Office of Institutional Equity, the intern coordinator will do so.
- The HSV 4900 instructor will contact the internship/capstone site if the student is uncomfortable in doing so and inform the site of the complaint.

The following actions may occur in response to a student’s report of a misconduct allegation while on internship/capstone:

- The student may leave the internship temporarily or not return at all.
- The student may finish unworked internship hours at another site or fulfill requirements in another mutually agreed upon plan.

- The student or an IHS representative may report the misconduct to the internship/capstone site Human Resources department or other personnel.

SUPPORT SERVICES

Students who have experienced sexual misconduct may need medical services and find comfort from support services on and off campus. The following is a list of Kalamazoo-based services. Campus resources related to Sexual Misconduct and Safety and a copy of the WMU Sexual Misconduct and Safety Campus Resources Guide can be found at <http://www.wmich.edu/sexualmisconduct/resources>. Please contact the intern coordinator if you need services in other areas:

24-hour Confidential Comprehensive Crisis Support, Forensic Exam and Counseling

- YWCA Sexual Assault Program, (269) 385-3587

Crisis Support Services

On campus:

- Counseling Services, Sindecuse Health Center, confidential, (269) 387-1850
- Student Affairs Case Manager, private, (269) 387-215

Off campus:

- Gryphon Place 24-hour HELP line, confidential, Dial 211

Confidential Medical Services

On campus:

- Sindecuse Health Center, fee for service, (269) 387-3287

Off campus:

- Borgess Health, fee for service, (269) 226-4815
- Bronson Healthcare, fee for service, (269) 341-6386

Confidential Mental Health Counseling and Information

On campus:

- Bronson Healthcare, fee for service, (269) 266-4815
- Counseling Services, Sindecuse Health Center, (for students) (269) 387-1850

Off campus:

- Employee Assistance Program (for employee), (269) 372-4500 or (800) 523-0591

Peer Education, Support, Information and Resources for Students and Employees

On campus:

- FIRE Place Resource and Support Center, Sindecuse, private, (269) 387-2990

APPENDIX 1

(MAKE TWO COPIES BEFORE HANDING IN)

WESTERN MICHIGAN UNIVERSITY

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 significant 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: